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ABSTRACT

A state by state profile of requirements and course offerings compiled by the Council of State Social Studies Specialists and the Social Science Education Consortium, listing curriculum changes and requirements for teachers and students, shows that there are very different practices and situations among the 50 states and the District and Columbia, making generalizing difficult. An analysis is included: "The Status of Social Studies in the United States in the mid-1980s," by Irving Morrisset. Generalizable findings are that: (1) the "flavor" of social studies throughout the country is highly prescriptive; (2) major changes in requirements and recommendations for teachers in training, teacher certification, and inservice assessment have taken place since 1976; (3) most states have increased graduation requirements, many in the context of statewide testing and specification of competencies for specific courses; (4) in most states various courses are required, in addition to several history courses, either at state or local levels, and requirements for such courses have been increased; (5) the duties and influence of state social studies specialists vary greatly from state to state; and (6) recent trends in social studies with respect to requirements for teachers, students, and curricula predominantly are toward tighter requirements or recommendations and are seen overwhelmingly by state social studies specialists as being favorable to social studies in their own state and in the nation as a whole. Tables and an abbreviated survey instrument are provided. (AEM)

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National Survey

SOCIAL STUDIES EDUCATION
Kindergarten — Grade 12

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COUNCIL OF STATE SOCIAL STUDIES SPECIALISTS
AN AFFILIATE OF THE NATIONAL COUNCIL FOR THE SOCIAL STUDIES

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COUNCIL OF STATE SOCIAL STUDIES SPECIALISTS (CS4)

The Council of State Social Studies Specialists is an organization founded in 1965, with the primary goal of providing a vehicle for the exchange of ideas among the various states. Its members include the specialists, consultants, and supervisors who have responsibilities for social studies education in the various state departments of education/public instruction. The membership officially meets once a year just prior to the annual convention of the National Council for the Social Studies. Other meetings are planned and held as is feasible and desirable. In these meetings, a program is planned which attempts to familiarize the members with new developments and provides an opportunity for cooperative endeavors and coordination of efforts.

The members have many common roles, responsibilities, and problems; yet each has a position that is somewhat unique. State social studies specialists occupy positions that require a variety of roles to strengthen instruction for school students. At times activities involve the specialists with local schools within the state; with the various bureaus, offices, and divisions of the state education department; with institutions of higher education within the state; with programs established by state and federal legislation; with professional organizations; and with public and private agencies outside of the state department of education.

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NATIONAL SURVEY

SOCIAL STUDIES EDUCATION

Kindergarten - Grade 12

Sponsored by

The Council of State Social Studies Specialists (CS4)
An Affiliate of the National Council for
the Social Studies

November 1986

ACKNOWLEDGEMENTS

The Council of State Social Studies Specialists (CS4) wishes to acknowledge with sincere appreciation those who have influenced the development and production of this publication. In particular, we appreciate the work of Drs. Jerri M. Sutton, formerly with the Virginia Department of Education, and Norma Jean Peters, Roanoke County Schools, who authored and coordinated the original social studies survey of the 50 states. It was their leadership that led to the May, 1976, publication. Also, the Council is indebted to the CS4 Committee charged with this revision of the publication. Our special thanks go to Dr. Thomas A. Elliott, Virginia Department of Education, Chairman; Mrs. Gwen Hutcheson, Georgia Department of Education; and Mr. Paul G. Johnson, formerly with the Nebraska Department of Education.

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INTRODUCTION

This publication, National Survey-Social Studies Education, Kindergarten - Grade 12, is a revision of a May, 1976, survey conducted by Dr. Jerri M. Sutton and staff of the Social Studies Service, Virginia Department of Education. It was Jerri's hope that other Departments of Education would see the need for updating and printing this publication on at least a bi-annual basis. Failing to adopt this practice, the Council of State Social Studies Specialists (CS4) decided to commission an update of the survey. The council's purpose was to develop a profile - a one-page glance at social studies course offerings and requirements in grades K-12 for the 50 states and the District of Columbia.

The pages that follow consist of a state-by-state profile of requirements and course offerings and an analysis of the survey data entitled, "The Status of Social Studies in the United States in the Mid-1980's." The analysis and summary, drafted by Dr. Irving Morrissett, Social Science Education Consortium, was done following a thorough review of each survey form and, when necessary, telephone contacts with the state specialist.

It is the hope of CS4 that the information contained in this publication will be of assistance to the many audiences interested in social studies education. If additional information is needed on state social studies programs, please call the state social studies contact directly.

Thomas A. Elliott, President
Council of State Social Studies
Specialists

ALABAMA

COURSE OFFERINGS IN SOCIAL STUDIES EDUCATION

Grade Level	Title or Description of Course Offering	Semester(s) (If Applicable)
Kindergarten through Grade 3	Home, School, and Community (Local, National and International)	
Grade 4	State History Geography	2
Grade 5	United States History	2
Grade 6	World Cultures (Emphasis on Western Hemisphere)	2
Grade 7	World Cultures (Emphasis on Eastern Hemisphere)	2
Grade 8	Civics and Law	1 each
Grade 9	State History Contemporary World Studies	1 2
Grade 10		
Grade 11	United States History	2
Grade 12	United States Government and Economics (Menace of Communism- usually six weeks)	1 each

Comments

The teaching of State History and United States History at the level is a statutory requirement. The grade placement is by State Board of Education. Other course offerings are mandated by the State Board of Education.

Elective Courses (9-12) Most Frequently Offered

World History, Contemporary World Problems, Psychology, Sociology, Minority Studies

Current Curriculum Projects

Law-Related Education, Economics, Environmental Studies

State Social Studies Contact

Bob Summerville
Alabama Department of Education
111 Coliseum Boulevard
Montgomery, AL 36193
(205) 261-2746

ALASKA

Social Studies Program

K-8 Program requirements are left to the localities. American history is suggested for grade 8.

9-12 Three units of Social Studies are recommended. One and a half units are required by the Board of Education. They are 1 unit of American history and 1 semester of government or civics.

Comments

Alaska has adopted three Social Studies "Guides" since statehood in 1959. The scope and sequence adopted in 1966-67 followed the organizational pattern presented in the survey. The 1971 Guide suggested the same "expanding horizons" approach as one of three suggested sequences. The 1986 Guide also "models" this approach.

Elective Courses (9-12) Most Frequently Offered

Economics, Free Enterprise and Consumer, Environmental Studies, Career Education (throughout guides), Law-Related Education, Citizenship (strand throughout guides), World/Global Studies, Geography

State Social Studies Contact

Marjorie Gorsuch
Alaska State Department of Education
P. O. Box F
Juneau, Alaska 99811
(907) 465-2841

ARIZONA

COURSE OFFERINGS IN SOCIAL STUDIES EDUCATION

KINDERGARTEN - GRADE 12

The Arizona State Board of Education, in order to comply with State Law ARS 15-102.16 and 17, prescribes the following social studies requirements:

Subjects to be Taught	Years Taught
*Geography	1-8
*World History	1-8
*/**Arizona History and Constitution	7-8
*/**American History	7-8
*/**Civics (U. S. Constitution)	7-8

*These subjects may be combined into Social Studies
**These subjects are required by statute to be taught at least one year in grammar school.

The Arizona State Board of Education, in order to comply with State Law ARS 15-1021, requires that the following be included in the minimum credits for graduation:

> "One unit of American and Arizona history, including instruction in American and Arizona institutions and ideals.
>
> One unit in American and Arizona Constitutions and Government including instruction in the essentials, sources, and history of the Constitution of the United States and Arizona.
>
> One-half unit of 'Essentials and Benefits of the Free Enterprise System.' (This can be offered in the department that the local board deems appropriate.)"

Electives (9-12) Most Frequently Offered

Each school district arranges electives to meet the needs of their students.

Current Curriculum Project

Developing a minimum skills list for each social studies course
Revising the current requirements for graduation/promotion

State Social Studies Contact

Gary Emanuel
Arizona Department of Education
1535 West Jefferson
Phoenix, AZ 85007
(602) 255-5387

ARKANSAS

COURSE OFFERINGS IN SOCIAL STUDIES EDUCATION

Grade Level	Title or Description of Course Offering	Semester(s) (If Applicable)
Kindergarten	Home and School	2
Grade 1	Home, School, and Neighborhood	2
Grade 2	Community Life	2
Grade 3	Community Life in Other Lands	2
Grade 4	A Look at Our World	2
Grade 5	Our United States/Arkansas History	2
Grade 6	Selected World Cultures	2
Grade 7	World Geography	2
Grade 8	American History	2

Grades 9-12

The only course required by the State of all students is American History (2 semesters). All schools must provide:

1 unit American History (gr. 9-11)
1 unit World Cultures or World History (9-10 or 10-12)
1 unit American Government/Civics (9-12)
1 unit Global Studies (11-12)
½ unit Geography (9-10)
½ unit Economics (11-12)
½ unit Contemporary American History (11-12)

Comments

The Department of Education must provide course content guides for all mandated courses.

Elective Courses (9-12) Most Frequently Offered

World Geography, American Government

Current Curriculum Projects

Course content guides, particular emphasis on Global Studies and Arkansas Studies

State Social Studies Contact

Social Studies Consultant
Arkansas Department of Education
4 Capitol Mall, Room 405-B
Little Rock, AR 72201
(501) 371-2943

CALIFORNIA

COURSE OFFERINGS IN SOCIAL STUDIES EDUCATION

Kindergarten - Grade 12

Grade Level	Title or Description of Course Offering	Semester(s) (If Applicable)
Kindergarten	Myself and Others in My World	1 year
Grade 1	People at Home and at School	1 year
Grade 2	People as Members of Groups	1 year
Grade 3	People as Members of Communities	1 year
Grade 4	The People of a Region: California	1 year
Grade 5	The People of a Nation: The United States of America	1 year
Grade 6	Our World, Its Diverse People and Their Societies	1 year
Grade 7	The Changing World	1 year
Grade 8	The American Experience	1 year
Grades 9 and 10	Citizens and Civics (Acquire essential political and economic knowledge, and opportunity to practice skills for effective citizenship)	2 years
	World Cultures (Selected cultures chosen from western and non-western cultural areas)	
Grades 11 and 12	The United States: Ideals, Traditions, and Institutions	2 years
	The Individual in Political, Economic, and Social Systems	

Comments

Three courses are required for graduation at the 9-12 grade levels.

State Social Studies Contact

Diane Brooks
California State Department of Education
721 Capitol Mall
Sacramento, CA 95814
(916) 323-0887

COLORADO

COURSE OFFERINGS IN SOCIAL STUDIES EDUCATION

Kindergarten - Grade 12

Grade Level	Title or Description of Course Offering	Semester(s) (If Applicable)
Kindergarten		
Grade 1		
Grade 2		
Grade 3		
Grade 4	Colorado History and American History	
Grade 5 and 6	Man, A Course of Study (about 30% of localities)	
Grade 7	Geography	
Grade 8	American History	
Grade 9	Civics, American Government (Communism included)	
Grade 10	World History	
Grade 11	American History	
Grade 12	Electives	

Comments

Colorado has strong local emphasis. The above listed courses are offered in some of the school divisions. The localities are encouraged to develop their own programs within the framework of the state law.

The State Law requires:

> Teaching of history, culture, and civil government of the state of Colorado and the United States, including contributions of minorities
>
> Teaching of the Constitution of the United States not later than the opening of the junior high schools or seventh grade.

The above scope and sequence may have changed as a result of a Social Studies Task Force Report prepared in 1984.

State Social Studies Contact

Ronald Schuker
Colorado Department of Education
201 E. Colfax Avenue
Denver, Colorado 80203

CONNECTICUT

COURSE OFFERINGS IN SOCIAL STUDIES EDUCATION

Kindergarten - Grade 12

Section 10-16b. Prescribed courses of study. (a) In the public schools the program of instruction offered shall include at least the following matter, as taught by legally qualified teachers: the arts; career education; consumer education, health and safety; language arts, including reading, writing, grammar, speaking and spelling; mathematics; physical education; science; social studies, including but not limited to, citizenship, economics, geography, government and history.

Section 10-18. Courses in United States history, government and duties and responsibilities of citizenship. (a) All high, preparatory, secondary and elementary schools, public and private, whose property is exempt from taxation, shall provide a program of United States history, including instruction in United States government at the local, state and national levels, and in the duties, responsibilities, and rights of United States citizenship. No student shall be graduated from any such school who has not been found to be familiar with said subject.

State Social Studies Contact

Daniel W. Gregg
State Department of Education
165 Capitol Avenue
Hartford, CT 06106
(203) 566-2931

DELAWARE

COURSE OFFERINGS IN SOCIAL STUDIES EDUCATION
Kindergarten - Grade 12

Grade Level	Title or Description of Course Offering	Semester(s) (If Applicable)
Kindergarten	Home and School, Getting Along	
Grade 1	Families and Individuals in Local Communities	
Grade 2	Families and Individuals in Selected Areas of the World	
Grade 3	Communities, Local and Selected Regions of the United States	
Grade 4	Communities, Local and Selected Regions of the United States and Delaware History	
Grade 5	Significant Periods of United States History	
Grade 6	Introduction to Four Major Cultural Areas of the World	
Grade 7	Introduction to Four Major Cultural Areas of the World and Consumer Education	15 hours
Grade 8	Study of American Culture including Free Enterprise Instruction, Delaware Constitution and Government, and Constitution of the United States	
Grade 9	Overview of Social Studies (15 hours Consumer Education)	
Grades 10, 11 and 12	United States History, P.O.D. (electives) and 15 hours of Consumer Education	

Comments

The program in grades 10-12 provides flexibility at the local level.

Electives 9-12 Most Frequently Offered

Sociology, Anthropology, Comparative Economics and Political Systems, Consumer Education, Urban Studies, International Relations, Geography, Minority Studies

Current Curriculum Projects

Consumer Education, Free Enterprise

State Social Studies Contact:

Lewis E. Huffman
State Department of Public Instruction
Townsend Building
Dover, DE 19901
(302) 736-4885

FLORIDA

COURSE OFFERINGS IN SOCIAL STUDIES EDUCATION

Kindergarten - Grade 12

Elementary

Florida School Districts are free to set their own scope and sequence.

Middle Grades

Students are required to have three years of social studies which must include Florida history, civics, and study of the United States.

High School (9-12)

Three courses in social studeis are required including United States History (1 unit), World History (must include 30 hours of instruction in Americanism vs. Communism (1 unit), American Government (½ unit) and Economics (½ unit).

Comments

In Florida, the social studies program is controlled at the local district level. State requirements include instruction in state history, free enterprise, communism, and consumer economics.

Elective Courses (9-12) Most Frequently Offered

Florida History, World Geography, Future Studies, Civics, Law Studies, Psychology, Sociology, Contemporary History, Advanced Placement - European History.

Curriculum Projects

Development of classroom activities for Florida Standards for Excellence in Social Studies Assessment Items (to be assessed at Grades 3, 5, 8, and 12).

State Social Studies Contact

Social Studies Consultant
Florida Department of Education
Knott Building
Tallahassee, FL 32301
(904) 488-6046

GEORGIA

COURSE OFFERINGS IN SOCIAL STUDIES EDUCATION

Kindergarten - Grade 12

Standards established by the Georgia Department of Education require that social studies be taught for 11 out of the 12 grades in Georgia Public Schools. A new "Basic Curriculum Content" has been adopted by the Georgia Board of Education which specifies social studies content at grades K-8. A new high school policy specifies certain courses at the high school level. Most high schools offer an elective program at the 12th grade level.

Georgia law states that Georgia history and government be required of all students. The "Basic Curriculum Content" now places this course at the 8th grade level.

Grade	Content/Major Topics	
Kindergarten	Self, families, group relations, holidays, social studies skills* (map and globe skills, information processing, problem solving, social participation, time and chronology)	1 year
First	Uniqueness of individual, families, wants and needs, (rules, community helpers, transportation and communication), holidays, citizenship responsibilities, social studies skills*	1 year
Second	Communities (neighborhoods, communities around the world, communities change), interdependence, cultural values as reflected through art, music and literature, citizenship responsibilities, social studies skills*	1 year
Third	Cities (change, comparative studies of communities, needs and services of cities), cultural expressions, communities govern themselves, environmental adaptation, social studies skills*	1 year
Fourth	Regions - geographic, cultural, political, economic, how people adapt to and modify their environments, values of society, social studies skills*	1 year
Fifth, Sixth, and Seventh	Grades five, six and seven should be treated as a block for cultural area studies. The content should cover the following cultural areas: Anglo-America, Africa, Europe, Middle East, Latin America, Asia, and Australia. Geographic patterns, historical, political, economic, social, cultural, and religious development, ethnic and linguistic patterns, cultural expressions through art, music, and literature, interdependence of nations, social studies skills*	1 year

*Social Studies Skills - Map and globe skills, information processing, problem solving, social participation, and time and chronology are listed the same way under each grade level. Expansion and clarification are found in the social studies guides published by The Georgia Department of Education.

GEORGIA Continued

Grade	Content/Major Topics	
Eighth	Georgia Studies - Geographic and environmental patterns, historical, political, economic, social, cultural development, ethnic and linguistic patterns, state and local government, interdependence of Georgia and U. S., social studies skills*	1 year
Grades Nine Through Twelve	The Georgia Board of Education requires that three Carnegie units be completed in social studies in grades 9-12. They are as follows: U. S. History — 1 unit Citizenship — ½ unit Principles of Economics/ Business/Free Enterprise — ½ unit World Studies — 1 unit (This may be taken from the World Geography or World History; however, the Georgia Board of Regents has a World History requirement to enter a public college in Georgia. A large percentage of students will take World History.)	
Electives	Most Georgia high schools offer a strong elective program for high school seniors who have met graduation requirements. Courses offered may be from any of the disciplines; however, the Behavioral Sciences are strongly encouraged.	

State Social Studies Contact

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Georgia Department of Education
1954 Twin Towers East
Atlanta, GA 30334
(404) 656-2586

HAWAII

COURSE OFFERINGS IN SOCIAL STUDIES EDUCATION

Kindergarten - Grade 12

Grade Level	Title or Description of Course Offering	Semester(s) (or Year Course)
Kindergarten	Understanding Self	1 year
Grade 1	Families/Groups	1 year
Grade 2	My Community	1 year
Grade 3	My Community and Other Communities	1 year
Grade 4	Hawaii: Early Hawaiian Life	1 year
Grade 5	U. S. History and Culture	1 year
Grade 6	Cultures and Civilizations in the World	1 year
Grade 7	Hawaii: The Hawaiian Monarchy Period	1 year
Grade 8	America's Heritage, People and Problems	1 year
Grade 9	World History and Culture	1 year
Grade 10	U. S. History and Government	1 year
Grades 11 and 12	Required: Modern History of Hawaii (1 semester) Electives - 2: American Problems, Economics, Hawaiiana, History of the Pacific, Political Science, Psychology, Anthropology, Sociology, World Geography, International Affairs, Asian Studies, European Studies, Humanities, Introduction to Behavioral Sciences, Ethnic Studies, Urban Geography, Environmental Studies, Consumer Education, Political Processes, Historiography and Historical Method	

Elective Courses (9-12) Most Frequently Offered

American Problems, Sociology, Ethnic Studies, Psychology, Hawaiiana

Current Curriculum Projects

Legal Education, Culture Studies, Global Education, Economic Education

State Social Studies Contact

Elaine M. Takenaka
Department of Education
189 Lunalilo Home Road, 2nd Floor
Honolulu, HI 96825
(808) 395-8573

IDAHO

COURSE OFFERINGS IN SOCIAL STUDIES EDUCATION

Kindergarten - Grade 12

Grade Level	Title or Description of Course Offering
Kindergarten	Home
Grade 1	Home
Grade 2	School
Grade 3	Community
Grade 4	State History and World Regions
Grade 5	American History
Grade 6	Western Hemisphere
Grade 7	Ancient and Eastern Hemisphere
Grade 8	United States History (Major Emphasis from Columbus through Westward Expansion)
Grade 9	World Geography
Grade 10	World History
Grade 11	United States History (Major Emphasis from Westward Expansion through 1976)
Grade 12	United States Government

Elective Courses (9-12) Most Frequently Offered

Current World Problems

Current Curriculum Projects

Consumer Economics Guide
Career Education, Consumer Economics Concepts (anticipated projects)

State Social Studies Contact

Orville Reddington
State Department of Education
650 W. State Street
Boise, ID 83720
(208) 334-2165

ILLINOIS

COURSE OFFERINGS IN SOCIAL STUDIES EDUCATION

Kindergarten - Grade 12

Grade Level	Title or Description of Course Offering	Semester(s) (If Applicable)
Kindergarten through Grade 6	No description provided	
Grade 7 or 8	U.S. History which shall include a study of The Role and Contributions of American Negroes and other ethnic groups	2
Grade 7 or 8	Patriotism and Principles of Representative Government, Proper Use of the Flag, Method of Voting, and U.S. and Illinois Constitution. Student must pass an examination over this content to graduate.	1 hr. per week in grades 7-8
High School	Patriotism and Principles of Representative Government, Proper Use of the Flag, Method of Voting, and U.S. and Illinois Constitution. Student must pass an examination over this content to graduate.	1 hr. per week in all high school grades
High School	U.S. History or U.S. History and American Government combination	1 Carnegie Unit
High School	Social Science (elective)	1 Carnegie Unit
High School	Consumer Education	9 weeks

State Social Studies Contact

Ann M. Pictor
Illinois State Board of Education
100 North First Street
Springfield, IL 62777

INDIANA

COURSE OFFERINGS IN SOCIAL STUDIES EDUCATION

Kindergarten - Grade 12

Grade Level	Title or Description of Course Offering	Semester(s) (If Applicable)
Kindergarten		
Grade 1	Social Studies	
Grade 2	Social Studies	
Grade 3	Social Studies	
Grade 4	Social Studies - (States and Regions - Indiana Studies recommended, but not required)	
Grade 5	Social Studies - U.S. History	
Grade 6	Social Studies - Western Europe, Latin America, Canada	Area studies-recommended but not required
Grade 7	Social Studies - Middle East, Asia, Africa	
Grade 8	Social Studies - U.S. History	
Grades 9-12	United States History	2
Grades 9-12	United States Government	2 or 1 semester of U.S. Government and one semester of an acceptable social studies elective
Grades 9-12	Anthropology, Citizenship, Consumer Economics, Current Problems, Economics, Ethnic Studies, Indiana Studies, International Relations, Introduction to Social Science, Law Education, Psychology, Sociology, State and Local Government, Urban Affairs, World Geography, and World History	

Elective Courses (9-12) Most Frequently Offered

Cultural Area Studies (may be Asian, Latin American, African, or others.)

INDIANA Continued

Current Curriculum Projects

1984 - Publication - Teaching about Elections in Indiana Schools - a K-12 curriculum packet on teaching about the electoral process - statewide distribution of materials and teacher-training workshops (Fall, 1984)

1984-85- Development of a proficiency guide for social studies which will serve as a curriculum development model for local school corporations

1985 - Law-related Education Project - teaching training and development of 20 model LRE sites (Spring and Summer, 1985) - implementation in Fall of 1985

State Social Studies Contact

Mary Fortney
Indiana Department of Education
229 State House
Indianapolis, IN 46204
(317) 927-0111

IOWA

COURSE OFFERINGS IN SOCIAL STUDIES EDUCATION

Kindergarten - Grade 12

The following are excerpts from Section 257.25, Code of Iowa:

Grades 1-6 "The following areas shall be taught in grades one through six:...social studies, including geography, history of the United States and Iowa with attention given to the role in history played by all persons, and a positive effort shall be made to reflect the achievements of women, minorities, and others who, in the past, may have been ignored or overlooked by reason of race, sex, religion, physical disability, or ethnic background, cultures of other peoples and nations, and American citizenship, including the study of national, state, and local government in the United States..."

Grades 7-8 "The following shall be taught in grades seven and eight as a minimum program:...social studies with attention given to the role in history played by all persons, and a positive effort shall be made to reflect the achievements of women, minorities, and others who, in the past may have been ignored or overlooked..."

Grades 9-12 "In grades nine through twelve, a unit of credit shall consist of a course or equivalent related components or partial units taught throughout the academic year. The minimum program for grades nine through twelve shall be...four units of the social studies. American government, government and cultures of other peoples and nations, and general consumer education, family law, and economics, including comparative and consumer economics, shall be taught in the units but need not be required as full units. All students shall be required to take one unit of American history which shall give attention to the role in history played by all persons...and one-half unit of the governments of Iowa and the United States, including instruction in voting statutes and procedures, voter registration requirements, the use of paper ballots and voting machines in the election process, and the method of acquiring and casting an absentee ballot...."

State Social Studies Contact

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Iowa Department of Public Instruction
Grimes State Office Building
Des Moines, IA 50319
(515) 281-3517

KANSAS

COURSE OFFERINGS IN SOCIAL STUDIES EDUCATION

Kindergarten - Grade 12

Grade Level	Title or Description of Course Offering	Semester(s) (If Applicable)
Kindergarten through Grade 3	Studies Related to the Child's Home, School, Neighborhood, and Community (All grade levels include a study of people and communities in other lands)	
Grade 4	Studies Related to Regions of the World (This grade level often includes a study of Kansas as a region)	
Grade 5 Grade 6	Studies Related to the United States and the Western Hemisphere	
Grade 7	Geography and History of the Eastern Hemisphere (This grade level often includes a study of Kansas history and geography)	2
Grade 8	United States History	2
Grade 9	Civics	2
Grade 10	World History	2
Grade 11	United States History	2
Grade 12	United States Government	2

Comments

The Kansas State Department of Education does not specify the sequence of courses for local schools. However, in order to graduate from high school in Kansas, a student must successfully complete three units of credit in social studies, including one unit of U. S. History and at least ½ unit of U. S. Government. These courses of study must be taken at grade levels 9-12. The sequence listed above is commonly found in Kansas schools.

Elective Courses (9-12) Most Frequently Offered

Sociology, Psychology, Economics, Current Events, Ethnic Studies, Law Education, Global Education, Kansas History

Current Curriculum Projects

A project with the Kansas Bar Association and Kansas Supreme Court involving the development of law-related education materials for grades kindergarten through 12.

State Social Studies Contact

Richard D. Leighty
Kansas State Department of Education
120 East 10th Street
Topeka, KS 66612
(913) 296-7282

KENTUCKY

COURSE OFFERINGS IN SOCIAL STUDIES EDUCATION

Kindergarten - Grade 12

Grade Level	Title or Description of Course Offering
Kindergarten	Related Social Studies
Grades 1-8	Related Social Studies Unified Social Studies Kentucky Heritage
Secondary	The State Board of Education requires two units of credit but a minimum of three Carnegie units of high school social studies credit is recommended for graduation (one unit in United States History; one unit from the list of electives in American Studies; and one unit from the list of electives in World Studies). American Studies Government and Politics Economics Geography Sociology Citizenship Problems of American Democracy Introduction to the Social Studies Psychology World Studies World History World Geography International Relations Comparative Economics Anthropology (Includes Comparative Cultures) Humanities

Comments

Related Social Studies focuses on one or more of the social sciences for an in-depth study of the discipline, anthropology, economics, geography, government and politics, history, social psychology, or sociology.

Unified Social Studies is an interdisciplinary program which includes concepts derived from the social sciences; namely, anthropology, economics, geography, government and politics, history, social psychology, and sociology.

State Social Studies Contact

Glenda Donoho
State Department of Education
1832 Capital Plaza Tower
Frankfort, KY 40601
(502) 564-2106

LOUISIANA

COURSE OFFERINGS IN SOCIAL STUDIES EDUCATION

Kindergarten - Grade 12

Grade Level	Title or Description of Course Offering	Semester or Year Course
Kindergarten through Grade 1	Family Community	1 year
Grade 2	School and Local Community	1 year
Grade 3	Contrasting Communities	1 year
Grade 4	Regional Studies	1 year
Grade 5	National Studies	1 year
Grade 6	World Studies	1 year
Grade 7	American Studies	1 year
Grade 8	Louisiana Studies	1 year
Grades 9 and 10	*Civics	1 semester
	*Free Enterprise Education	1 semester
	*World History or World Geography or Western Civilization	1 year
Grade 11	*American History	1 year
Grade 12	Electives *Three units required for graduation They may be offered at any grade level 9-12.	

Elective Courses (9-12) Most Frequently Offered

Sociology, Government, Law Studies, Psychology. Other courses are offered by individual schools, however, they must first be approved by the Department of Education for graduation credit. No substitutions for required courses.

Current Curriculum Projects

Law studies education is being emphasized in civics courses and as an elective.

State Social Studies Contact

William J. Miller
State Department of Education
P. O. Box 94064
Baton Rouge, LA 70804-9064
(504) 342-1136

MAINE

COURSE OFFERINGS IN SOCIAL STUDIES EDUCATION

Kindergarten - Grade 12

Instruction in American History and Maine Studies

The following subjects shall be required:

1. American history. American history and civil government, including the Constitution of the United States, the Declaration of Independence, the importance of voting and the privileges and responsibilities of citizenship, shall be taught in and required for graduation from all elementary and secondary schools, both public and private.

2. Maine studies. A course in the history, including the Constitution of Maine, Maine geography and the natural, industrial and economic resources of Maine and Maine's cultural and ethnic heritage shall be taught in at least one grade from grade 6 to grade 12, in all schools, both public and private.

Elementary Course of Study

The basic course of study for the elementary schools shall provide for the instruction of all students - American history and government; social studies; Maine studies, including the history, geography, culture and natural and industrial resources of the State.

Secondary Schools

Social Studies and history, including American history and government --2 years.

State Social Studies Contact

Joseph Pecoraro
Department of Educational and
Cultural Services
State House Station 23
Augusta, ME 04333
(207) 289-5925

MARYLAND

COURSE OFFERINGS IN SOCIAL STUDIES EDUCATION

Kindergarten - Grade 12

Grade Level	Title or Description of Course Offering
Kindergarten	Acclimating the Child to the New School Environment
Grade 1	Family and School Life in Today's World
Grade 2	Functions of Living in the Community
Grade 3	The Modern Community in its Broader Setting
Grade 4	Maryland and its Natural and World Setting
Grade 5	The American People and Peoples in Other Parts of the World
Grade 6	Man in His Physical and Cultural Environment
Grade 7	United States History (American Culture)
Grade 8	World Geography (Also World Cultures)
Grade 9	State and Local Government and Contemporary Issues
Grade 10	World Cultures
Grade 11	United States History
Grade 12	Electives

Comments

Maryland does not have a state social studies curriculum or required state texts. The courses listed above are generalizations of offerings. Those listed for grades 9-12 are generally uniform because of the Maryland State Department of Education requirements for grades 9-12.

Elective Courses (9-12) Most Frequently Offered

Consumer Education, Minority Studies, Modern Problems, Archaeology, Economics, Sociology, Law Education

Current Curriculum Projects

New Perspectives in Intergroup Education (Ethnic Studies), Citizenship Instructional Guide, Brazil Curriculum Project, Maryland and Your World

State Social Studies Contact

Margaret Holiday-Crews
Maryland State Department of Education
200 W. Baltimore Street
Baltimore, MD 21201
(301) 659-2326

MASSACHUSETTS

COURSE OFFERINGS IN SOCIAL STUDIES EDUCATION

Kindergarten - Grade 12

Chapter 71 of the General Laws of the Commonwealth of Massachusetts govern the social studies programs in the schools. That Law states:

(Section 2) Subjects of Instruction; History and Civics - In all public elementary and high schools, American history and civics, including the constitution of the United States, the Declaration of Independence, and the Bill of Rights, and in all public high schools the constitution of the commonwealth and local history and government, shall be taught as required subjects for the purpose of promoting civic service and a greater knowledge thereof, and of fitting the pupils, morally and intellectually, for duties of citizenship."

Current Curriculum Projects

Dissemination of the Final Report of the Study Committee on American History and Citizenship Education.

State Social Studies Contact

George S. Perry, Jr.
Massachusetts Department of Education
1385 Hancock Street
Quincy, MA 02169
(617) 770-7580

MICHIGAN

COURSE OFFERINGS IN SOCIAL STUDIES EDUCATION

Kindergarten - Grade 12

Civics is the only required social studies course in the state of Michigan. It is offered at the secondary level, usually at the eleventh grade. Aside from this sole requirement, local districts develop and implement their own curriculum according to their own perceived needs.

State Social Studies Contact

John M. Chapman
Michigan Department of Education
P. O. Box 30008
Lansing, MI 48909
(517) 373-1484

MINNESOTA

COURSE OFFERINGS IN SOCIAL STUDIES EDUCATION

Kindergarten - Grade 12

Grade Level	Title or Description of Course Offering		
Kindergarten			
Grade 1			
Grade 2			
Grade 3	Specific information not available		
Grade 4			
Grade 5			
Grade 6			
Grade 7	Social Studies		360 clock hours
Grade 8			
Grade 9			
Grade 10	Studies of America (including American history)	120 clock hours=	240 clock hours
Grade 11	Contemporary World Problems	120 clock hours	
Grade 12			

Elective Courses (9-12) Most Frequently Offered

Women, Black, Indian, Ethnic Area Studies, Future, Global Studies

Current Curriculum Projects

Identification of Some Essential Learner Outcomes in Social Studies (SELO)
School Improvement: Educating in a World of Rapid Change (planning guide for 5-7 year improvement plans)
Identifying Learner Outcomes for economics, geography, history, political science, psychology, sociology, and anthropology to be used by schools as course guides. Develop test item banks for assessment purposes.
Establishing student developed video letters exchange between Minnesota schools and schools in other countries.

State Social Studies Contact

Roger K. Wangen
Minnesota Department of Education
640 Capitol Square Building, 550 Cedar Street
St. Paul, MN 55101
(612) 296-4076

MISSISSIPPI

COURSE OFFERINGS IN SOCIAL STUDIES EDUCATION

Kindergarten - Grade 12

Grade Level	Title or Description of Course Offering	Semester(s) (If Applicable)
Kindergarten		
Grade 1	The Home and Immediate Environment (physical surroundings)	1 year
Grade 2	The Expanded Community (expanded concepts of the community in which he lives through social experiences)	1 year
Grade 3	How People Live (interests broaden from home, school and immediate neighborhood to the whole community)	1 year
Grade 4	Today's World (introduction to geographical regions and relationship of physical environment to way of living)	1 year
Grade 5	The United States (emphasis on early period of American history)	1 year
Grade 6	The World Around Us (geography of western hemisphere and history of its people and cultures)	1 year
Grade 7	Mississippi History World Cultures	1 semester 1 semester
Grade 8	United States History (emphasis on outstanding events and great movements which led to building of the United States)	1 year
Grade 9	Civics (state and local government)	1 semester
Grade 10	World History	1 year
Grade 11	American History (emphasis on United States History since 1865)	1 year
Grade 12	American Government (emphasis on Federal, State, and local government	1 semester

MISSISSIPPI Continued

Comments

These are the prescribed courses as set up by the State Department of Education, Accrediting Commission or the State Legislature. Several electives are offered in high school such as Economics, Sociology, Geography, and Problems of American Democracy.

Elective Courses (9-12) Most Frequently Offered

Geography, Problems of American Democracy, Economics

Current Curriculum Projects

Framework for Social Studies Education in Mississippi schools as a result of Education Reform Act of 1982.

State Social Studies Contact

Social Studies Consultant
Mississippi State Department of Education
P. O. Box 771
Jackson, MS 39205
(601) 359-3486

MISSOURI

COURSE OFFERINGS IN SOCIAL STUDIES EDUCATION

Kindergarten - Grade 12

Missouri does not have a required state social studies sequence. Sequences vary from district to district. Required courses include survey courses in American History and World Studies (history or geography) in almost all districts, and government and economics in a lesser number of districts.

Elective Courses (9-12) Most Frequently Offered

World History, Geography, Psychology, Citizenship, Sociology, Contemporary Issues, Government, Missouri History, Economics, and Law and You

Current Curriculum Projects

Core Competencies Project, Law-related Education, Economic Education, International Education

State Social Studies Contact

Warren Solomon
Department of Elementary and Secondary Education
P. O. Box 480
Jefferson City, MO 65102
(314) 751-2641

MONTANA

COURSE OFFERINGS IN SOCIAL STUDIES EDUCATION

Kindergarten - Grade 12

Grade Level	Most Frequent Responses	Topics Used in "Expanding Horizons" Approach
Kindergarten	self/family	self
Grade 1	family/self/neighborhood/community	family
Grade 2	neighborhood/community/family/self	neighborhood
Grade 3	community/neighborhood/states & regions/ U.S. geography	community
Grade 4	states & regions/U.S. geography/ Asian, African, Australian, Montana History & geography/European/N.A.S.	state history
Grade 5	U.S. geography/states & regions/ current U.S. history/Canadian, U.S. History before 1860/Latin American geography	United States
Grade 6	European/Asian/African Geography/World history	World History
Grade 7	Montana history & geography/Latin American, Canadian, African, Asian, Australian, European geography/ U.S. geography and history	Regional Studies
Grade 8	U.S. history before 1860/U.S. history after 1860/Montana history & geography/Government	U.S. History
Grade 9	World geography/World history/Montana history	World Geography
Grade 10	World history	World History
Grade 11	U.S. history/Psychology/Sociology	U.S. History
Grade 12	U.S. Government/Psychology/Sociology/ Economics, Comp. Government, others	U.S. Government

State Social Studies Contact

Edward Eschler
Office of Public Instruction
State Capitol
Helena, MT 59620
(406) 444-4433

NEBRASKA

COURSE OFFERINGS IN SOCIAL STUDIES EDUCATION

Kindergarten - Grade 12

Nebraska School Laws

79-213 "An informed, loyal, and patriotic citizenry is necessary to a strong, stable and prosperous America. Such a citizenry necessitates that every member thereof be fully acquainted with the nation's history, that he be in full accord with our form of government, and fully aware of the liberties, opportunities, and advantages of which we are possessed and the sacrifices and struggles of those through whose efforts these benefits were gained. Since youth is the time most susceptible to the acceptance of principles and doctrines that will influence men throughout their lives, it is one of the first duties of our educational system to so conduct its activities, choose its textbooks, and arrange its curriculum in such a way that the love of liberty, democracy, and America will be instilled in the heart and mind of the youth of the state."

(1) "Every school board shall at the beginning of each school year, appoint from its members a committee of three, to be known as the committee on Americanism, whose duties shall be: (a) To carefully examine, inspect, and approve all textbooks used in the teaching of American history and civil government in the school. Such textbooks shall adequately stress the services of the men who achieved our national independence, establish our constitutional government, and preserve our union and shall be so written as to develop a pride and respect for our institutions and not be a mere recital of events and dates. (b) Assure themselves as to the character of all teachers employed, and their knowledge and acceptance of the American form of government. (c) Take all such other steps as will assure the carrying out of the provisions of this section."

(2) Beginning with the school term in 1971, all American history courses approved for grade levels as provided in this section, shall include and adequately stress contributions of all ethnic groups to the development and growth of America into a great nation, contribution to art, music, education, medicine, literature, science, politics, and government, and the war services in all wars of this nation."

Other provisions of the statute include:

All grades below the sixth grade shall devote at least one hour a week to the recital of stories having to do with American history, singing of patriotic songs and development of reverence for the flag.

In at least two of three grades from the fifth to the eighth, three periods per week are required to be set aside to be devoted to the teaching of American history.

In at least two grades in every high school, at least three periods per week are required to be devoted to the teaching of civics, during which specific attention is given to: (a) The Constitution of the United States and the State of Nebraska (b) The benefits and advantages of our form of government and the dangers and fallacies of Nazism, Communism, and similar ideologies and (c) The duties of citizenship.

Elective Courses (9-12) Most Frequently Offered

We see economics becoming increasingly popular. Modern problem courses with an International/Global Education orientation are becoming more important. Psychology, sociology, and anthropology are the least often chosen electives.

Current Curriculum Projects

Nebraska Bicentennial Curriculum Project

The Nebraska Junior High Economics Project has been used across the state fairly successfully.

A Nebraska Studies textbook project is being used with about 1/3 of Nebraska's students in junior high.

State Social Studies Contact

Social Studies Consultant
Nebraska Department of Education
Box 94987
301 Centennial Mall South
Lincoln, NE 68509
(402) 471-2446

NEVADA

COURSE OFFERINGS IN SOCIAL STUDIES EDUCATION

Grade Level	Title or Description of Course Offering
Kindergarten	Self and Others (Socialization)
Grade 1	Home (Family) and School
Grade 2	Community and Immediate Environment
Grade 3	Enlarged Community
Grade 4	
Grade 5	
Grade 6	
Grade 7	United States History, Nevada History and Government
Grade 8	United States History, Nevada History and Government
Grade 9	
Grade 10	United States History and Nevada History
Grade 11	United States History and Nevada Government
Grade 12	United States Government and Nevada Government

Comments

In grade K-3, the content is suggested, not required. Content for grades, 8, 10, 11, and 12 is required by statute and grade levels are suggested by Nevada Department of Education.

Social studies content which must be included in the elementary and secondary curriculum is that which is stated in Nevada Revised Statutes (American History, Nevada History, American Government, and the United States and Nevada Constitutions). Requirements in content such as Latin America, Africa, Australia, and the Pacific Islands to be taught in a certain grade level are no longer specified.

Content must be utilized from any areas considered appropriate in order to meet the requirements in the statutes and Course of Study required by the State Department of Education. The Course of Study requirements are concepts, generalizations, and activities in the social sciences, not specified by grade level. It is suggested, however, that the school district insure a balance in the selection of content (textbook series and audio-visual media, etc.) so that the student is exposed to many of the political areas, regions, and cultures of the world.

NEVADA Continued

Elective Courses (9-12) Most Frequently Offered

World History, Geography, some Psychology and other social sciences

Current Curriculum Projects

Elementary Teacher Guide, The Basques of Nevada
Career Education Publications, A Conceptual Model of Career Education for Nevada Schools, Goals and Objectives, Organizing for Instruction

State Social Studies Contact:

Victor M. Hyden
Nevada Department of Education
Capitol Complex
Carson City, NV 89710
(702) 885-3136

NEW HAMPSHIRE

COURSE OFFERINGS IN SOCIAL STUDIES EDUCATION

Social Studies. Social studies education is the study of related knowledge and modes of inquiry selected from history, humanities, and the field of social science, including economics, political science, sociology, anthropology, psychology, geography, and philosophy. It helps students acquire the knowledge, skills, and attitudes necessary for effective participation in the life of the community, the nation, and the world.

a. Unit Requirement. The approved high school shall provide FIVE (5) UNITS of credit of which one (1) unit shall be instruction in National and State History and Government as defined in RSA 189:11. Three (3) units shall include the areas of economics, geography, and world history or global studies. (Economics shall mean at least ½ unit in basic business and economic education as required for graduation and defined as follows: The study of the development, goals, and essentials of the American free enterprise system, including the role of the entrepreneur, labor, government, and those forces that influence the production, distribution, and consumption of goods and services. The decision-making process in business and the importance of human relations skills shall be included.) One (1) unit shall consist of credit offerings from one or more of the following areas: sociology, psychology, anthropology, political science, and philosophy.

b. General Program Objectives. Instructional content and learning activities shall be planned to enable students to:

- acquire through study and practice the skills of critical thinking, effective decision making, and human relations of benefit to one's self and society;
- read or examine historical narratives, documents, and other evidences of the past;
- examine cause and effect, review chronologies, consider ideas, and analyze trends in order to better understand the past and the present and to anticipate the future;
- increase awareness and concern for the ways that the world's people, resources, and environments are interrelated and interdependent;
- know the geography of the United States and the world and its impact on political, economic, and social development;
- understand and evaluate through study, observation or participation, the goals, structure, and operation of our government and other governments;
- understand basic economic principles in order to examine by comparison and contrast our system of enterprise and its contributions to the economic, political, and social development of our nation and the world;

NEW HAMPSHIRE Continued

- understand and accept the responsibilities of citizenship and share in the rights and benefits granted to citizens;

- apply the concepts and skills of history and the field of social science to real societal issues.

Current Curriculum Projects

Law-Related Education, Economic Education

State Social Studies Contact

Carter B. Hart, Jr.
Division of Instructional Services
State Office Park South
101 Pleasant Street
Concord, NH 03301
(603) 271-2632

NEW JERSEY

COURSE OFFERINGS IN SOCIAL STUDIES EDUCATION

Kindergarten - Grade 12

The United States Constitution and New Jersey History must be taught some time during the elementary experience (Grades 1-8). This is a requirement of the Department of Education.

Two years of American History are required by law at any time during grades 9-12.

State Social Studies Contact

Harry Stein
State Department of Education
304 Valley Road
Wood-Ridge, NJ 07075
(201) 935-1500

NEW MEXICO

COURSE OFFERINGS IN SOCIAL STUDIES EDUCATION

Kindergarten - Grade 12

Grade Level	Title or Description of Course Offering
Kindergarten - Grade 6	Content and length of study are local option. Conceptual framework usually includes a comparison and analysis of the immediate environment with the world communities as well as an interdisciplinary approach. State history is included with a focus at grade four.
Grades 7-8	Courses, length of courses, and placement are local options. Usual offerings are United States History, two semesters at grade eight, New Mexico History and Culture, one semester at grade seven, and Geography (W. Hemisphere), one semester at grade 7. Programs should emphasize the value of cultural diversity and recognize intrinsic worth of each culture.
Grades 9-12	United States History, 2 semesters, Grade 11 Civics/Government, 1 semester, Grade 9 Elective, 1 semester, Grades 9-12 Placement of courses is local option. Students required to pass a law and government test at grade ten (3 opportunities to pass the test 10, 11, 12). Failure does not deny diploma. Successful students' diploma endorsed with gold seal. A number of schools offer World History as an elective. Some schools require a third unit in social studies and the trend is toward World History. Other electives include Sociology, Anthropology, Psychology, Economics, and World Cultures.

Comments

Currently (beginning school year 1985-86) the State Board of Education requires school districts to develop student competencies in social studies. These will be based on seven broad competencies developed by a statewide task force. Each competency includes a number of subcompetencies. While schools are not required to use these, they must develop their own (and establish checkpoints at grades 3, 5, and 8) to support the following SDE mandated exit competencies:

NEW MEXICO Continued

Students, upon graduating from New Mexico high schools, shall

- -demonstrate knowledge of AMERICAN HISTORY and the ability to analyze that history relative to economic, political, social, and cultural developments.
- -demonstrate knowledge and understanding of the AMERICAN POLITICAL SYSTEM and the individual rights and responsibilities within that system.
- -demonstrate knowledge of GLOBAL HISTORY and the ability to analyze that history relative to economic, political, social and cultural developments.
- -demonstrate knowledge of the AMERICAN ECONOMIC SYSTEM, the individual's role in that system, and the interaction of the American system with other economic systems.
- -demonstrate knowledge of and recognize the influence of GEOGRAPHY (physical, economic, political and cultural) in the development of societies.
- -demonstrate knowledge of NEW MEXICO HISTORY and the ability to analyze that history relative to cultural, economic, political and social development.
- -develop and APPLY critical thinking, decision-making, research, and communication skills.

State Social Studies Contact

Joseph D. Baca
Department of Education
Education Building
DeVargas and Don Gaspar Streets
Santa Fe, NM 87501-2786
(505) 827-6572

NEW YORK

COURSE OFFERINGS IN SOCIAL STUDIES EDUCATION

Kindergarten - Grade 12

Grade Level	Title or Description of Course Offering
Kindergarten	Self-School
Grade 1	Family
Grade 2	U. S. Communities
Grade 3	World Communities
Grade 4	Local and U. S. History
Grade 5	U. S., Canada, Latin America
Grade 6	Major Culture Regions Eastern & Western Europe, Mediterranean
Grade 7*	Our Cultural Heritage
Grade 8*	United States History
Grade 9*	Asian and African Culture Studies
Grade 10*	European Culture Studies
Grade 11*	American History (American Studies)
Grade 12*	Optional electives K-6 suggested program 7-12 recommended

Elective Courses (9-12) Most Frequently Offered

Sociology, Psychology, Women's Studies, Ethnic Studies, Economics, Consumer Economics

Current Curriculum Projects

Revision of Secondary Social Studies Curriculum
Teaching about the Holocaust and Genocide
Canadian Studies for the Elementary and Junior High School

*The course offerings for grades 7-12 are accurate as listed for the current program. However, the curriculum is now being revised. Beginning in September, 1987, the following course offerings will be required.

Grades 7-8	American History with a focus on New York State -State legislature and State Education Department.

NEW YORK Continued

Grade 9-10	Global Studies, with units on Latin America, Africa, South Asia, and East Asia in Grade 9 and units on the Middle East and Europe in Grade 10. - State Education Department
Grade 11	United States History - State Legislature
Grade 12	First Semester - Participation in government - State Education Department
	Second Semester - Economics - State Education Department

State Social Studies Contact

Donald H. Bragaw
New York State Education Department
Washington Avenue
Albany, NY 12234
(518) 474-5978

NORTH CAROLINA

COURSE OFFERINGS IN SOCIAL STUDIES EDUCATION

Kindergarten - Grade 12

Grade Level	Title or Description of Course Offering
Kindergarten	The Individual and Group Relationships
Grade 1	Home and School
Grade 2	Neighborhood and Local Community
Grade 3	Communities
Grade 4	North Carolina: The Land and Its People
Grade 5	The Western Hemisphere: United States, Canada and Latin America
Grade 6	The Eastern Hemisphere: Europe and U.S.S.R.
Grade 7	The Eastern Hemisphere: Africa and Asia
Grade 8	North Carolina: The History of An American State
Grade 9	The Economic, Legal and Political Systems in Action (Economics/Government)
Grade 10	World Studies (elective)
Grade 11	United States History
Grade 12	Electives
	Two units required in grades 9-12. One in United States history and one in economics/government.

Elective Courses (9-12) Most Frequently Offered

Psychology, Sociology, International Relations, Current Affairs, World History, World Geography, World Cultures

Current Curriculum Projects

Just finishing "Competency Based Curriculum for Social Studies" (550 page publication which we will share later this year.)

State Social Studies Contact

John D. Ellington
Department of Public Instruction
Education Building
Raleigh, NC 27611
(919) 733-3829

NORTH DAKOTA

COURSE OFFERINGS IN SOCIAL STUDIES EDUCATION

Kindergarten - Grade 12

Grade Level	Title or Description of Course Offering
Kindergarten	Home and School
Grade 1	The Child Learns About His World
Grade 2	Families Around the World
Grade 3	Communities Around the World
Grade 4	Out State In A Global Setting
Grade 5	How Nations Develop
Grade 6	How Other Cultures Grew
Grades 7 and 8	A Goal of Self-Realization/North Dakota Studies
Grades 9-12	Three units of social studies are required. There are no required courses and no required sequence. This is local option.

Comments

Graduation requirement effective 1986 - 1 unit world history, 1 unit U. S. History - The sequence listed above is only a recommended sequence.

Elective Courses (9-12) Most Frequently Offered

United States History Electives, World History Electives, Geography Electives, Sociology, Psychology, Government Electives

Current Curriculum Projects

Law and Justice

State Social Studies Contact

Patricia Herbel
Department of Public Instruction
Bismarck, ND 58505
(701) 224-2281

OHIO

COURSE OFFERINGS IN SOCIAL STUDIES EDUCATION

Kindergarten - Grade 12

Grade Level	Title or Description of Course Offering		Semester(s) (If Applicable)
Kindergarten through Grade 8	Social Studies instruction is to be provided each year. Content is not specified. Time is part of 1100 minutes per week (equivalent) required for English Language Arts, Reading, Mathematics, Science, and Health		
	Ohio Studies	1 semester prior to promotion to Grade 9	1
	United States History	prior to promotion to Grade 9	2
Grade 9			
Grade 10			
Grade 11	American History and Government		½ each
Grade 12			

Comments

High schools are required to schedule 2½ years of social studies. All students are required to complete 2 units (H.S.) of social studies for graduation. One-half year of economics must be scheduled by each high school.

State Social Studies Contact

Jim Larson
Ohio Department of Education
Division of Elementary & Secondary Education
65 S. Front Street
Columbus, OH 43215
(614) 466-2211

OKLAHOMA

COURSE OFFERINGS IN SOCIAL STUDIES EDUCATION

Kindergarten - Grade 12

Grade Level	Title or Description of Course Offering	Semester(s) (If Applicable)
Kindergarten	Myself	2
Grade 1	My Groups	2
Grade 2	My Neighborhood	2
Grade 3	My City	2
Grade 4	My State	2
Grade 5	My Nation	2
Grade 6	My World	2
Grade 7	Social Studies*	2
Grade 8	Social Studies*	2
Grade 9	Oklahoma History (required) World History**	 2
Grade 10	World History** or Electives	2
Grade 11	United States History (required) World History**	2 1
Grade 12	World History** Electives	1 1

Comments

No longer have a state law on economic education.

*One semester of Civics is required at either 7th or 8th grade
**One semester of World History is required for graduation. If it is not offered at 9th, it has to be offered at 10th, 11th, or 12th grade.

Elective Courses (9-12) Most Frequently Offered

Geography, Social Studies, Psychology, Sociology, Government, Economics, Problems of Democracy, Current Issues/Events

Current Curriculum Projects

Learner Outcomes for Grades 9-12

OKLAHOMA Continued

State Social Studies Contact

Rita Geiger
State Department of Education
Oliver Hodge Education Building
2500 North Lincoln, Room 382
Oklahoma City, OK 73105
(405) 521-3361

OREGON

COURSE OFFERINGS IN SOCIAL STUDIES EDUCATION

Kindergarten - Grade 12

Grade Level	Title or Description of Course Offering
Kindergarten through Grade 8	Social Studies including geography and history
Grades 9 through 12	In grades 9-12 the following is required: U. S. History (1 unit) Global Studies (1 unit) Government (½ unit) Personal Finance & Economics (1 unit) Career Development (½ unit)

Comments

Competencies in reading, writing, mathematics, speaking, listening, and reasoning skills are required for graduation

Elective Courses (9-12) Most Frequently Offered

No data systematically collected

Current Curriculum Projects

The Oregon Action Plan for Excellence

(a)	Essential Learning Skills-	skills not peculiar to any one subject; those, it is hoped, <u>all</u> teachers will teach or reinforce
(b)	Common Knowledge & Skills-	knowledge and skills peculiar to each subject
(c)	Testing of both (a) & (b)-	by the end of grades 3, 5, 8, 11

State Social Studies Contact

David Arlington
Oregon Department of Education
700 Pringle Parkway SE
Salem, OR 97310-0290 USA
(503) 373-7898

PENNSYLVANIA

COURSE OFFERINGS IN SOCIAL STUDIES EDUCATION

Kindergarten - Grade 12

Grade Level	Title or Description of Course Offering	Semester(s) (If Applicable)
Grades 1-6	Social Studies every year (may be integrated into other appropriate planned courses) Must be taught at least once during elementary grades: History of United States History of Pennsylvania Geography Civics (May be taught as separate courses or integrated into other appropriate planned courses)	
Grade 7-12	Social Studies: 5 planned courses, 3 of which must be 120 clock hours each--to be taken from the Social Sciences which may include Anthropology, Economics, Geography, History, Political Science, Psychology, Sociology, American Culture, World Cultures, and History and Government of the United States and Pennsylvania.*	*2 years U.S. History & Govt. in Grades 7-12

Comments

Grade level placement of U.S. and Pennsylvania History and Government is optional within grades 7-12.

Three social studies credits, grades 9-12, required for graduation.

Elective Courses (9-12) Most Frequently Offered

Psychology, Sociology, Anthropology, World Geography

Current Curriculum Projects

U.S.-Pennsylvania History update, Holocaust/Genocide Studies, Extreme Hatred/Violence Groups in Society, Justice (Law Related) Education

State Social Studies Contact

Social Studies Consultant
State Department of Education
333 Market Street
Harrisburg, PA 17126-0333
(717) 783-1832

RHODE ISLAND

COURSE OFFERINGS IN SOCIAL STUDIES EDUCATION

Kindergarten - Grade 12

Rhode Island did not submit a completed survey form. For information on their social studies course offerings, please contact:

State Social Studies Contact

John Pitman
Rhode Island Department of Education
22 Hayes Street
Providence, RI 02908
(401) 277-3037

SOUTH CAROLINA

COURSE OFFERINGS IN SOCIAL STUDIES EDUCATION

Kindergarten - Grade 12

Grade Level	Title or Description of Course Offering	Semester(s) (If Applicable)
Grade 1	Living at Home and School	
Grade 2	Living Together, Neighborhood and Community	
Grade 3	Expanding Community Life and a Study of South Carolina	
Grade 4	Typical Regions of the World	
Grade 5	The United States, Past and Present (Inclusion of Canada and Latin America is optional)	
Grade 6	Certain Old World or Asian Countries	
Grade 7	Old World and Countries Which Have Influenced the U.S. Most	
Grade 8	United States History and South Carolina History	
Grade 9	Introduction to Political Science (Civics) and/or World Geography or World History	1 or 2 semesters (Elective)
Grade 10	World History	2 semesters (Elective)
	World Geography	1 or 2 semesters (Elective)
Grade 11	United States History and Constitution	2 required semesters
	Economics and American Government	1 semester each (required)
Grade 12	Western Civilization or Electives (Psychology, Sociology, Political Science)	

Elective Courses (9-12) Most Frequently Offered

Civics, World History, World Geography, Psychology, Sociology

Current Curriculum Projects

Experimental Programs

SOUTH CAROLINA Continued

State Social Studies Contact

Mary B. Walden
State Department of Education
801 Rutledge Building
Columbia, SC 29201
(803) 758-2652

SOUTH DAKOTA

COURSE OFFERINGS IN SOCIAL STUDIES EDUCATION

Kindergarten - Grade 12

Grade Level	Title or Description of Course Offering
Kindergarten through Grade 3	Becoming Me Stories of Americas
Grade 4	United States Geography
Grades 4-6	Lands and People of Our World
Grade 5	Americans All
Grade 5-6	Exploring South America
Grades 5-8	Adventure: Economics
Grade 6	South Dakota History
Grades 6-8	Places in the News
Grade 8	United States History and Government
Grade 9	Social Studies
Grade 10	World History
Grade 11	United States History
Grade 12	American Government, International Relations, World Geography
Grades 11-12	Sociology

Comments

New geography requirement for graduation by 1988

State Social Studies Contact

Eugene E. Fracek
Division of Elementary & Secondary Education
Kneip Building
Pierre, SD 57501
(605) 773-4670

TENNESSEE

COURSE OFFERINGS IN SOCIAL STUDIES EDUCATION

Kindergarten - Grade 12

According to RULES, REGULATIONS, AND MINIMUM STANDARDS set by the Tennessee State Board of Education, the social studies program shall "center on man and his ways of living, both past and present. Emphasis shall be given to man's heritage, environment, culture, institutions, groups and ideas in the organization best suited to local needs."

Grades 1-8

"Living--at home, at school, and in the community--shall be the emphasis of the social studies program in grades 1-3. Students shall have experiences that enable them to learn about themselves and others as people living together in our nation and the modern world. In further exploring man's ways of living, in grades 4-8, content including the study of our state, our national and state constitutions, the local community, our country as a developing democracy, and various cultures throughout the world shall be offered. Emphasis shall continue on concepts, skills, and the clarification of values."

Grades 9-12

"The social studies program in grades 9-12 must include one unit in American history, including a study of the Tennessee Constitution and the U.S. Constitution, offered preferably in the fourth year, and shall be required of every student."

"One-half unit of instruction in economics is required for graduation and shall include but not be limited to a study of the fundamental principles of the free enterprise system and the factors that influence its function as well as rudiments of consumer economics preparing the student to be a more intelligent and responsible purchaser and user."

Elective Courses (9-12) Most Frequently Offered

World Geography, World History

Current Curriculum Projects

Consumer Education, Career Education, Reading in the Content Areas, Law-Related Education

State Social Studies Contact

Bruce Opie
Tennessee Department of Education
214 Cordell Hull Building
Nashville, TN 37219
(615) 741-3527

TEXAS

COURSE OFFERINGS IN SOCIAL STUDIES EDUCATION

Prekindergarten - Grade 12*

*Note: All of the following is mandated to begin in September, 1985

The theme of social studies, prekindergarten-grade 12 is "The Individual as Citizen"

Grade Level	Title or Description of Course Offering	Semester(s) (If Applicable)
Prekindergarten through Grade 3	Self, home, school, community Scope/sequence by grade levels Mandated	
Grade 4	State Studies	
Grade 5	U. S. History	
Grade 6	World Culture/History	

Secondary: ½ unit = 1 semester, 1 unit = 2 semester - All units determined by State Board of Education.

Grade 7	Texas History and Geography	1 Unit
Grade 8	United States History/Citizenship	1 Unit
Grades 9-12	United States History	1 Unit
	World History Studies or World Geo. Studies	1 Unit
	United States Government	½ Unit
Grades 11-12	Economics	½ Unit
Grades 9-12	Electives:	
	Advanced Texas Studies	½ Unit
	American Culture Studies	½ Unit
	World Area Studies	½-1 Unit
	Psychology	½ Unit
	Sociology	½ Unit
	Advanced Social Science Problems	½ Unit

Elective Courses (9-12) Most Frequently Offered

Sociology, Psychology, Advanced Social Science Problems, World Geography Studies

Current Curriculum Projects

Major revision of Framework for the Social Studies, Grades K-12 to incorporate changes in curriculum mandated by state laws and State Board of Education rules in 1984.

TEXAS Continued

State Social Studies Contact

Social Studies Consultant
Texas Education Agency
201 East 11th Street
Austin, TX 78701
(512) 475-3823

UTAH

COURSE OFFERINGS IN SOCIAL STUDIES EDUCATION

Kindergarten - Grade 12

Grade Level	Title or Description of Course Offering	Semester(s) (If Applicable)
Kindergarten through Grade 6	Introductory Citizenship Principles and Practices	
Grades 7-8	Utah Studies	.5 Unit
	U. S. History	1 Unit
Grades 9-12	World Cultural Geography I	3.0 Units Required
	A.P. European History	
(Major core for these grades are: Consumer Skills and American Democratic Governance)	Ancient World Civilizations	
	A.P. American History of U.S. Studies	
	World Cultural Geography II	
	Sociology	
	Psychology	
	Modern World Civilization	
	Economics	
	American Government/Law	

State Social Studies Contact

Boone C. Colegrove
Utah State Office of Education
250 East 500 South
Salt Lake City, UT 84111
(801) 533-6040

VERMONT

COURSE OFFERINGS IN SOCIAL STUDIES EDUCATION

Kindergarten - Grade 12

Grade Level	Title or Description of Course Offering	Semester(s) (If Applicable)
Kindergarten		
Grades 1-6	Vermont Studies	Students in grades 1-6 receive the equivalent of one year of Vermont Studies
Grade 7		
Grade 8		
Grades 9-12	World History	2
	United States History	2
	Social Studies Electives	2

Elective Courses (9-12) Most Frequently Offered

Problems in American Democracy, Psychology, Vermont History

Current Curriculum Projects

Law Education

State Social Studies Contact

Bill Dunkelberger
Vermont State Department of Education
Montpelier, VT 05602
(802) 828-3111

VIRGINIA

COURSE OFFERINGS IN SOCIAL STUDIES EDUCATION

Kindergarten - Grade 12

Grade Level	Title or Description of Course Offering	Semester(s) (If Applicable)
Kindergarten	Self, Family, and the School	
Grade 1	Family and School	
Grade 2	Neighborhood and Community	
Grade 3	Our Community and Other Communities	
Grade 4	Virginia Studies	
Grade 5	United States	
Grade 6	World Communities	
Grade 7	United States and Contemporary Virginia	
Grade 8	Citizenship Studies	
Grade 9	World Geography	2
	or	
Grade 10	(World History and/or Geography)	
Grade 11	Virginia and United States History	2
Grade 12	Virginia and United States Government	2

Comments

One-half unit of Economics shall be offered at either grades 8-12 as required by the State Board of Education. There exists a variety of organizational patterns and strategies for teaching social studies in the public schools of Virginia. The sequence listed above is recommended by the State Board of Education and is designed to allow local school systems flexibility in making curriculum decisions.

Elective Courses (9-12) Most Frequently Offered

United States History and Geography Grade 8, Humanities, Advanced Placement American History, Sociology, Psychology, Economics, World Civilizations

Current Curriculum Projects

1. Developing standard programs (program description and learner objectives) in the following elective areas: humanities, economics, sociology

2. State and local history and government

VIRGINIA Continued

3. Holocaust education

4. Micro-computer education

5. Developing assessment instruments and teaching strategies for Virginia's Standards of Learning Program

State Social Studies Contact

Harvey R. Carmichael
Virginia Department of Education
P. O. Box 6-Q
Richmond, VA 23216
(804) 225-2057

WASHINGTON

COURSE OFFERINGS IN SOCIAL STUDIES EDUCATION

Kindergarten - Grade 12

Grade Level	Title or Description of Course Offering	Semester(s) (If Applicable)
Kindergarten		
Grades 1-3	Family, School Community	
Grade 4	Washington State History	1 semester
Grade 5	United States History and Geography	1 year
Grade 6	Western Hemisphere	1 year
Grade 7	Eastern Hemisphere	1 year
Grade 8	United States History or World History	1 year
Grade 9	Washington State History and Government	1 year
Grade 10		
Grade 11	United States History and Government	1 year
Grade 12	Contemporary World History	1 year

Comments

Programs are developed at the local level with a few materials being developed at the state level.

Elective Courses (9-12) Most Frequently Offered

Psychology, Sociology, Economics, World Geography, World History, Anthropology

Current Curriculum Projects

Economic Education, Law-Related Education

State Social Studies Contact

Larry Strickland
Office of the Superintendent of
Public Instruction
Old Capitol Building
Olympia, WA 98504
(206) 753-6747

WEST VIRGINIA

COURSE OFFERINGS IN SOCIAL STUDIES EDUCATION

Kindergarten - Grade 12

Grade Level	Title or Description of Course Offering
Kindergarten	Home-School
Grade 1	Home-School
Grade 2	Neighborhood
Grade 3	Community
Grade 4	Regions
Grade 5	Nations
Grade 6	World Hemisphere
Grade 7	World Regions and Patterns
Grade 8	West Virginia Studies
Grade 9	American Studies I
Grade 10	American Studies II
Grade 11	World Cultures I
Grade 12	World Cultures II

Elective Courses (9-12) Most Frequently Offered

Sociology, Economics

Current Curriculum Projects

Consumer Education, Criminal Justice. Plans include implementation of Criminal Justice component into American Studies.

State Social Studies Contact

Coordinator, Social Studies
West Virginia Department of Education
Capitol Complex, Room B-337
1900 Washington Street, E.
Charleston, WV 25305
(304) 348-7818

WISCONSIN

COURSE OFFERINGS IN SOCIAL STUDIES EDUCATION

Kindergarten - Grade 12

Model 1

Kindergarten	Social Living
Grade 1	Family, School, and Neighborhood
Grade 2	Communities
Grade 3	Communities Around the World
Grade 4	Wisconsin and the Region: Culture and Environment
Grade 5	American Heritage
Grade 6	Cultural Perspectives
Grade 7	Global Connections
Grade 8	Introduction to the Social Sciences and Citizenship
Grade 9	World Studies
Grade 10	18th and 19th Century United States Studies (Emphasis upon Local, State, and National Government)
Grade 11	20th Century United States Studies (Emphasis upon Local, State, and National Government)
Grades 9-12	Advanced Studies (these semester courses may be offered in grades 9-12 and do not represent an inclusive list of such studies):

Synoptic Studies	Behaviorial Studies	Analytical Studies
World Geography/ Global Studies	Anthropology	Economics
Humanities	Community Service (Work in the Community)	Political Science
Philosophy	Futuristic Studies	Law-Related Education
Religious Studies	Minorities in American Society	Social Mathematics
Science, Technology and Society	Psychology	Environmental Issues
	Social Problems/Problems of Democracy	
	Sociology	
	Social Issues of Teenage Life	

Model 2

Kindergarten	Social Living
Grade 1	Family, School, and Neighborhood
Grade 2	Communities
Grade 3	Communities Around the World
Grade 4	Wisconsin and the Region: Culture and Environment
Grade 5	American Heritage
Grade 6	Cultural Perspectives
Grade 7	Global Connections
Grade 8	United States Studies
Grade 9	Introduction to the Social Sciences and Citizenship
Grade 10	World Studies
Grade 11	United States History (Thematic Approach)
Grades 9-12	Advanced Studies (these semester courses may be offered in grades 9-12 and do not represent an inclusive list of such studies):

Synoptic Studies	Behaviorial Studies	Analytical Studies
World Geography/ Global Studies	Anthropology	Economics
Humanities	Community Service (Work in the Community)	Political Science
Philosophy	Futuristic Studies	Law-Related Education
Religious Studies	Minorities in American Society	Social Mathematics
Science, Technology and Society	Psychology	Environmental Issues
	Social Problems/Problems of Democracy	
	Sociology	
	Social Issues of Teenage Life	

The scope and sequence model selected or developed by the local school districts development should provide a variety of social studies offerings. In a quality social studies program students should be given the opportunity to take at least one course from each category; and local programs should offer at least two courses in each category--synoptic studies, behavioral studies, and analytical studies. Interdepartmental and interdisciplinary study should be encouraged throughout the K-12 program.

Students should be provided with community and civic participation opportunities: e.g., school or community clean up campaigns, visits to nursing homes, cross age tutoring, volunteer service or internships in government offices, human service agencies, or businesses.

Various school activities such as serving as class, club, or student council leaders; participating in debate and forensics, Close-Up, Wisconsin Student Caucus, Model United Nations, Positive Youth Action Team activities, or becoming involved with national or foreign exchange programs should be encouraged as important and integral parts of the social studies curriculum.

State Social Studies Contact

H. Michael Hartoonian
Department of Public Instruction
125 S. Webster Street
P. O. Box 7841
Madison, WI 53707
(608) 267-9273

WYOMING

COURSE OFFERINGS IN SOCIAL STUDIES EDUCATION

Kindergarten - Grade 12

Grade Level	Title or Description of Course Offering
Kindergarten	
Grade 1	Self and Home
Grade 2	Neighborhood (Community)
Grade 3	Community Life in Other Parts of the Country as Well as the World
Grade 4	Regions of the United States with Emphasis on History and Geography of Wyoming
Grade 5	Overview of the Study of United States History
Grade 6	Western Hemisphere (Canada-Latin America)
Grade 7	Selected Areas of the Eastern Hemisphere (especially the areas that are currently in the news)
Grade 8	American and State History
Grade 9	Introduction to Social Studies--A Multi-disciplinary Approach or Civics
Grade 10	World History or World Cultures (often elective)
Grade 11	American History
Grade 12	Electives

Comments

The State of Wyoming is non-prescriptive as to actual program content and grade-level placement. Local districts determine all scope and sequence. The arrangement listed above reported to you in 1976 was likely reported as typical. With the move away from electives in many of our schools, the changes marked may be "typical" but no two schools are exactly alike.

Elective Courses (9-12) Most Frequently Offered

American Government, Economics, Psychology, Sociology

State Social Studies Contact

Roger O. Hammer
Wyoming State Department of Education
Hathaway Building
Cheyenne, WY 82002
(307) 777-6233

WASHINGTON, D. C.

COURSE OFFERINGS IN SOCIAL STUDIES EDUCATION

Kindergarten - Grade 12

Grade Level	Title or Description of Course Offering	Semester(s) (If Applicable)
Kindergarten	Home, School and the World Around Us	1 year
Grade 1	Our Neighborhood and Beyond	1 year
Grade 2	Our Expanding Community and Other Types of Communities	1 year
Grade 3	Our City, Washington, D. C., and Other Large Cities of the United States and The World	1 year
Grade 4	The Geography of the United States	1 year
Grade 5	The History of the United States	1 year
Grade 6	The Geography of the World (Eastern Hemisphere)	1 year
Grade 7	Western Hemisphere (Geography)	1 year
Grade 8	United States History	1 year
Grade 9	Civics	1 semester
	Ancient and Medieval History	2 semesters
	Minorities in American Life	1 semester
	History and Government of D. C.	1 semester
Grade 10	World History	1 semester
	World Geography	1 semester
	Modern World History	1 year
Grade 11	American History	1 year
	American History - Advanced Placement	1 year
Grade 12	Electives	

Elective Courses (9-12) Most Frequently Offered

World Geography, Civics, Afro-American History, World History, Sociology, and Street Law

State Social Studies Contact

Frances Powell
Landgon Elementary School
20th and Evarts Streets, N. E.
Washington, DC 20018
(202) 576-6048

THE STATUS OF SOCIAL STUDIES IN THE UNITED STATES IN THE MID-1980's*

by Irving Morrissett

SUMMARY

1. This study was a joint effort of the Council of State Social Studies Specialists and the Social Science Education Corsortium. It was in part a follow-up to a 1976 study which focuses primarily on the social studies curriculum in the various states. This study analyzes curriculum changes and also deals with requirements for teachers and students and with the roles of CS4 personnel. Responses to most of the questions posed in a questionnaire were made by 46 out of 51 "states"--counting the District of Columbia as a "state." Twenty-seven states responded to a second, supplementary questionnaire.

2. The first generalization from the study, not very surprising, is that there are very different practices and situations among the 51 states. Since questions were answered from many different perspectives, often in quite brief and general terms, it has been difficult to draw precise generalizations. The writer has therefore taken considerable liberties in interpreting and generalizing from the responses.

3. Despite these great differences among the states, a very strong generalization emerges from the study, namely, that the current "flavor" of social studies throughout most of the country is highly prescriptive. Many prescripts have been applied in recent years to students, teachers, and curricula.

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Elements in the responses to the first survey that were interpreted as prescriptive number 113, made by 42 states, each of which indicates from one to five such prescriptive elements. Of seven elements related to teachers and students in the second survey--such as certification and graduation requirements--all 27 reporting states said that two or more of the items had become more prescriptive and 18 stated that more than half of these elements had become more prescriptive.

4. Major changes have taken place since 1976 in requirements or recommendations for teachers in training, teacher certification, and inservice assessment in many states--in two thirds of the states, if the 27 states responding to the second survey can be taken as representative.

5. Most states have increased graduation requirements, many in the context of statewide testing and specification of competencies for specific courses.

6. In most states, various courses are required in addition to several history courses, either at state or local levels, and requirements for such courses have been increased in many states. Courses most frequently prescribed include geography, global studies, citizenship, law-related education, and economics.

7. The duties and influence of state social studies specialists vary greatly from state to state. A few states have no social studies specialist. In many states the specialist is burdened with many other duties. In many other states, however, the social studies are holding their own or flourishing, in some cases aided by more than one specialist.

8. Recent trends in social studies with respect to requirements on teachers, students, and curricula, predominantly trends toward tighter requirements or recommendations, are seen overwhelmingly by state social studies specialists as being favorable to social studies in their own states and, to a lesser extent, good for social studies in the nation as a whole.

9. All in all, quotations from three states may give the best summary of the state of social studies in the nation:

Arkansas: "We have a long way to go, but we're headed in the right direction."

Oregon: "Much enthusiasm for change, much resistance to change, much indifference."

Pennsylvania: "Current conditions are 'confused' as a result of new...requirements....It will probably take a few years for the dust to settle."

INTRODUCTION

This study was planned and conducted jointly by the Council of State Social Studies Specialists (CS4) and the Social Science Education Consortium (SSEC). It is intended in part as a follow-up to the National Survey of Social Studies Education conducted and published by the History, Government, and Geography Service, Division of Secondary Education, Virginia Department of Education, in 1976. In that study, the required or typical course offerings for K-12 social studies for each of the responding states was shown, when appropriate to the state, together with the agency (state or local) requiring specified courses, elective courses most frequently offered, and "Current Curriculum Projects" of the state agency. (In this and the following discussion, the term "state" will be used to include the fifty states and the District of Columbia. In the 1976 study, 49 of the 51 "states" responded, no reports being received from Alaska or Rhode Island.) The full 1976 study is available in ERIC, ED 128 275.

The first survey form for this study was designed primarily by a committee of CS4, consisting of Thomas Elliott (Virginia), chairman, Gwen Hutcheson (Georgia), and Paul Johnson (Nebraska). This committee also took responsibility for distributing the questionnaire and doing extensive follow-up to get responses

from as many states as possible. An abbreviated copy of the survey instrument is presented in the Appendix.

Responses were received from all states but Alaska, Rhode Island, and West Virginia. Colorado and Utah submitted minimal responses. Most of the analysis is therefore based on 46, 47, or 48 states at the most. For some questions, no responses were given by some states, so that some of the analyses of specific items are based on fewer than 46 states.

Preliminary results of the survey were presented for comment at the meeting of CS4 consultants during the annual meeting of NCSS in Chicago in November 1985. At that meeting, a supplementary questionnaire was also distributed, to confirm and elaborate the trends indicated in the original survey, as well as to gather some attitudinal data about the recorded changes. Twenty-seven states responded to this questionnaire.

The first survey instrument focused of changes that had occurred, since the 1976 report, in curricula or courses, in teacher certification requirements, and in emphasis by state departments of education on "eight fundamental statements pertaining to the future of the social studies curriculum" described in a 1979 article by Richard Gross and Thomas Dynneson (See Social Education, May 1980, pp. 370-74). Questions were also asked about the functions of state social studies specialists, current "hot topics" in each state, and the status and direction of social studies in local districts in each state.

The second questionnaire asked the states to compare their typical social studies curricula with a dominant social studies model that has long existed, sought information about old and new requirements in nine topic or subject areas, and requested judgments about the extent of change in requirements for teacher training, certification, and assessment.

Despite certain commonalities, there is a great diversity of practices and requirements in social studies among the 51 states and, within the states, among school districts. There is great variation in the degree of power and influence exercised by state governments over local district practices and requirements in social studies. This is due in part to, or reflected in, the resources made available to social studies specialists in state offices. A few states have no social studies specialists, others have a social studies specialist with a few or many other responsibilities, and a few states have as many as four, five, or six specialists. It is also due to differing philosophies at the state level with respect to control by the state over local districts. The states vary from rather complete mandates on district curricula to little or nothing in the way of requirements. Mississippi, going against the tide, has recently abandoned all course mandates except career education.

Other difficulties arose with respect to the survey responses. Some responses were fairly complete and informative, others rather vague. Responses to particular questions which said "see attached," referring to statements about current policy or practices, often made it difficult to ascertain what changes had taken place since 1976, which was a chief objective of this study. This was particularly true of Question 1, concerning changes in curricula or courses, where it was difficult to make judgments about changes when a current curriculum was described without comments from the respondent about changes that had occurred.

In the effort to obtain useful and interesting results from the survey, liberties have been taken in interpreting the data. Some errors or misinterpretations were corrected with the help of CS4 members who read a draft report; others no doubt remain.

THE PRINCIPAL "FLAVOR" OF SOCIAL STUDIES TODAY: PRESCRIPTIVE

The dominant characteristics of social studies in the U. S. today--as is probably true of other areas of pre-college education--is that it is prescriptive. State agencies have prescribed standards, are in the process of prescribing standards, or are talking about prescribing standards. There are prescripts about what teachers must do and what students must do, and, to a lesser extent, what courses must do or be.

The analysis of prescriptive elements is taken from Questions 1, 2, 3, and 6 of the survey instrument. Of 47 states responding to one or more of these questions, 42 gave responses that are classified here as prescriptive. Each of these 42 states indicated from one to five such prescripts, for a total of 113 such items.

Question 2 asked "Have major changes occurred in your state since 1976 in the area of teacher certification regulations?" Twenty-nine states (1)* out of 46 answered "yes" to this question. Nineteen states (2) out of 46 answered "yes to Question 3, which asked "Are teachers required to take the National Teacher's Examination or other such instruments prior to entering the teaching profession?" These answers do not indicate whether such requirements are new or of long standing. However, many of the responses to other questions indicated recent or current concerns and discussion about teacher certification. Indeed, 26 states (3) indicated concerns or requirements about teacher certification, mostly in the context of increased requirements.

Twelve states (4) indicated that new requirements had been put in place governing courses required for teachers in training.

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*This number and similar numbers refer to the tabulation of individual state responses in Table 2, at the end of the article.

Not surprisingly, fewer requirements were put on experienced teachers than on teachers in training or beginning teachers. Nine states indicated some form of requirements for experienced teachers. Arizona has imposed minimum skill requirements; Hawaii, Kentucky, and the District of Columbia require some form of competency testing. Mississippi and Pennsylvania have instituted renewal or recertification requirements. New Mexico, Oklahoma, and Texas require some other types of accountability or appraisal of experienced teachers.

The most common kinds of increased in student prescripts are in graduation requirements. Twenty-four states (5) have strengthened graduation requirements.

Almost as popular as increased graduation obligations are statewide testing plans. Nineteen states (6) reported some form of statewide testing, new in recent years.

Some of the statewide testing programs state or imply related requirements for promotion between grades. Arizona is in the process of revising standards for promotion based on skills in required courses.

THE SOCIAL STUDIES CURRICULUM

Question 4 asked "To what degree have the eight fundamental statements pertaining to the future of the social studies curriculum posed in 1979 by Gross and Dynneson been addressed by your Department of Education? Please indicate your response by circling the number representing the degree of implementation as follows." A five-point response scale was keyed as "fully," "strongly," "average," "weakly," and "not at all."

About forty states responded to each of the eight questions. In the following summary, the percentage of responses to the first two options have been combined and contrasted with the percentage of responses to the last two

options, the remaining percentage representing, of course, the percentage responding "average."

Percentage of Responses		
"fully" or "strongly"	"weakly" or "not at all"	Item
32	38	a. Determination of Criteria for the selection of content in the social studies.
49	29	b. Identification of a scope and sequence for the social studies curriculum.
56	24	c. Identification of a "common core" of student outcomes/expectations in social studies from kindergarten to grade twelve.
28	31	d. The positions to be taken in social studies relative to achievement tests.
38	42	e. Teacher change and how improvements can be achieved in social studies.
34	41	f. Determination of means to insure improved implementation of new courses, approaches, and materials in social studies.
36	33	g. Extending the teaching of social studies.
38	32	h. Identification of strategies to improve the status of social studies as a curriculum offering.

As one of the respondents pointed out, it is not clear what a department of education might have done when it "addressed" one of these concerns. In "strongly" addressing the matter of achievement tests, for example, did the department strengthen or weaken its recommendations or requirements about achievement tests? The wide scatter of responses to these questions is probably attributable both to great variations in trends in the 51 states and to various ways in which respondents interpreted the questions.

Nevertheless, some inferences can be drawn from the responses. The areas that received the greatest attention are item (b), concerning scope and sequence, and item (c), concerning a common core of expectations. These emphases accord with other indications in the study of a movement toward a tightening of course recommendations or requirements and of expectations about student outcomes.

The two concerns that received the least attention are items (e) and (f). Item (e) refers to efforts to improve the performance of teachers. This result might appear to contradict other results of the study which indicate a strong movement of tightening requirements for teachers with respect to prescripts for teachers in training, teacher certification, and inservice assessments. However, it could be interpreted as an indication that, while legislatures and state departments are laying down stricter requirements for teachers in terms of courses and tests, they are at the same time failing to provide the means by which improvements in teacher education and performance can be made.

The response to item (f), indicating little concern for improved implementation of new courses, approaches, and materials, may accord with the observation that many states and districts have been moving back to the old "tried and true" courses, approaches, and materials, after many of the innovations of the 60's and 70's appear to have been tried and found wanting.

Item 6 brought forth a great variety of responses. The questions reads "What issues or 'hot topics' are currently being addressed in your state by teachers, administrators, legislators, and the public that would have significant implications for social studies education?" The most frequent responses were about courses or topics. Some states showed concern about global or international education (Florida, Minnesota, Missouri, New Mexico, and Wisconsin). Others indicated their concerns about state, U. S., or world history

requirements (Indiana, New Mexico, Pennsylvania, and South Carolina), with Arizona giving consideration to decreasing its history requirement. Others are discussing economic education (Indiana, Minnesota, Missouri, and Wisconsin), with Louisiana reporting a reaction against an emphasis on free enterprise. Other concerns about courses or topics related to religion, creationism, or humanism (Florida, North Carolina, and Wisconsin); increasing geography requirements (Arizona, Indiana, and South Dakota); nuclear questions (California and South Dakota); nuclear questions (California and South Dakota); environmental education (Wisconsin); peace education (Wisconsin); values and ethics (California); and law-related education (Maryland).

Another group of responses relates to curriculum matters more general than specific courses and topics. These include curriculum planning (New York and Wisconsin); scope and sequence (Georgia); implementing new curricula (Alabama and New York); and various concerns about skills (Connecticut, Minnesota, New York, and Oregon).

Responses to this open-ended question that are even more general relate to school improvement (Kansas, Minnesota, North Carolina, and North Dakota); school reorganization (Arkansas and Nebraska); gifted and talented (Indiana); remediation (Maryland and Virginia); legislation (Massachusetts); and computers (Minnesota). More than half a dozen states mentioned funding and salaries, a matter that no doubt concerns many more states than these.

CHANGES IN COURSE OFFERINGS AND REQUIREMENTS

Thirty-six states (7) out of 47 responded "yes" to Question 1, "Have curriculum or course changes occurred in your state requirements since 1976?" Elaboration of the changes pointed to broad standards or guides in force, coming

into force, or being considered. In addition, many references were made to changes in recommendations or requirements concerning specific courses.

Nine states (8) indicated that new standards or guidelines for social studies have been put into force or were in the process of being put into effect. In addition, Alabama, Connecticut, and New York (with respect to grades 7-12) responded that a review of guides or recommendations is under way and may result in changes.

Many states are instituting some kind of competency testing. Arizona is developing a minimum skills list for each course. Similar recommendations or requirements have been made, or are being made, by Arkansas, Indiana, Louisiana, Minnesota, Missouri, and Oklahoma. Idaho is calling for "more structured content." Hawaii is changing from thematic to historical focus in its courses. California has established Model Curriculum Standards for its History-Social Science Framework, requiring that districts compare their local offerings with the Model at least every three years.

The course change mentioned most frequently (eleven states (9) was economics. Among these, Georgia and New Hampshire indicated a free-enterprise emphasis in the requirement, and others probably included such an emphasis. Louisiana noted the frequency of offerings of a free-enterprise course in the districts. Oklahoma went against the crowd, removing an economics course mandate.

The course change mentioned next most frequently was in the area of global education, including a broader view of non-Western countries and cultures (ten states (10).

Arkansas, Connecticut, Georgia, Kentucky, and Maryland indicated new requirements or recommendations, or renewed emphasis, on citizenship. Arkansas, Connecticut, and South Dakota noted new emphasis or requirements in

geography. Moving against the mainstream of increased requirements, in addition to Oklahoma's removal of economics, was Wyoming's removal of a U. S. history graduation requirement and Mississippi's abolition of all mandates.

RESPONSIBILITIES OF STATE SOCIAL STUDIES SPECIALISTS

Question 5 asked "Which of the following functions best describe your primary responsibilities as a state social studies specialist?" Forty-five states responded to this question, with indicated responsibilities varying from one to six of the possible six responses. Total responses to each of the six categories were as follows.

Number of states	Responsibility
35	Curriculum development functions
25	Administrative functions
18	Regulatory functions
39	Leadership functions
39	Assistance (serving as consultant to local districts at their request)
18	Others

Specialists indicating that they served only one of these functions were Massachusetts (assistance), South Dakota (assistance), and Washington (leadership). The five states of California, Delaware, Louisiana, Montana, and Wisconsin checked all six items. In between, four checked two items, seven checked three items, fourteen checked four items, and eleven checked five items. The average number of items check was a little less than four.

The eighteen states that checked "other" responsibilities described a very wide range of additional functions. About half of these had "other" responsibilities related to social studies, including relations with the legislature

(California), relations with colleges and universities (Georgia and Wisconsin), and relations with various other social studies-related interest groups (Arkansas, Indiana, New Hampshire, and New Mexico).

The other half of those with "other" responsibilities had a great variety of duties, mostly or entirely unrelated to social studies. Perhaps this group is best characterized by the listing on the business card of the Maine specialist: Social Studies, Self-Evaluation, High School Accreditation, Dropouts Chapter 106, Habitual Truants and Dropouts, School Approval, etc., etc., etc.

STATUS OF SOCIAL STUDIES IN LOCAL SCHOOL DISTRICTS

Forty-four states gave some response to Question #7, "What impressions do you have about the status and direction of social studies in the local school districts in your state?" The responses can be characterized roughly as "upbeat," "downbeat," and "neutral," with some states commenting in more than one of these categories.

On the "downbeat" side, the most common comment concerned the low status of social studies, or de-emphasis on social studies, or competition with other subjects, mainly science and math, usually to the detriment of social studies. Sixteen states (11) made comments under this general category. Most but not all attributed the low status or the problems to competition with other subjects. Two (Arkansas and Oklahoma) are concerned about low standards for social studies teachers. Montana and South Carolina are concerned about the lack of energy and leadership at the local level, while New Hampshire feels the need for stronger inspiration and leadership at the national level.

Many states mentioned elements making for stronger social studies. Four states feel that increasing strength or influence of state personnel are improving matters; Kentucky has gone from one to four consultants at the state level, and Arkansas has its first full-time social studies consultant. Three states (New

Jersey, North Dakota, and South Dakota) mentioned the influence of strong state social studies councils. Five states--Alabama, Michigan, Missouri, New York and North Carolina--feel that social studies is being strengthened by inclusion, or possible inclusion, in statewide testing.

The factor mentioned most frequently (by 13 states (12) as causing change at the local level is action to meet new requirements about courses or standards--mostly state standards (often but not always required) but also standards set locally. These required or suggested changes are seen as leading to improvement in social studies in some cases; in other cases they were noted without an implication as to whether the changes represent improvement.

Thirteen states mentioned other local developments that are seen as positive elements: for example, staff development (Minnesota); forthcoming actions of state commissions which may have a positive effect on social studies (Alabama and Texas); restoration of emphasis on social studies in the primary grades (Iowa); and greater interest in particular subject areas (California, geography and history; Hawaii, citizenship education; Kansas, law-related education; and Iowa, global education). Other comments were less specific, pointing to general improvements in interest in or the climate for social studies; for example, from Arkansas: "We have a long way to go, but we're headed in the right direction."

Among the half dozen or so states whose comments might be considered neutral--neither upbeat or downbeat--are these comments about the local level: "holding their own" (Delaware); "a traditional approach...likely to remain so" (District of Columbia); "quality varies considerably from outstanding to very, very weak" (Missouri); "becoming more traditional" (Ohio); "much enthusiasm for change, much resistance to change, much indifference" (Oregon)' and "current conditions are 'confused' as result of new...requirements....It will probably take a few years for the dust to settle" (Pennsylvania).

THE SECOND SURVEY

Twenty-seven states responded to the second survey. The format of the questionnaire used for this survey is shown in Table 1, along with summary results.

The first question relates to the general pattern of social studies, referring to a typical pattern that has existed for 60 years or so. Responses to item 14 under the first question indicate that there have been moderate departures from the dominant pattern in the 25 responding states in recent years, but that, as indicated by responses to Item 13, most patterns are still fairly close to the long-familiar pattern. Note that the responses of individual states to each of these items are given in columns 13 and 14 of Table 2, and similarly for other items in this section.

Table 1

1. A May 1980 article in Social Education by Superka, Hawke, and Morrissett, based on Project SPAN, stated that the dominant social studies curriculum organization pattern in the U. S. has been, for a long time, as follows:

K-Self, School, Community, Home
1-Families
2-Neighborhoods
3-Communities
4-State History, Geographic Regions
5-U. S. History
6-World Cultures, Western Hemisphere
7-World Geography or History
8-American History
9-Civics or World Cultures
10-World History
11-American History
12-American Government

(13) To what extent does your dominant state social studies curriculum pattern now resemble this pattern?

Very Similar				Very Different	Number of Responses
1	2	3	4	5	
5	14	5	1	0	25

(14) To what extent has it departed, or departed further, from this pattern in the last 5 to 8 years?

Very Similar				Very Different	Number of Responses
1	2	3	4	5	
5	9	8	3	0	25

2. The 1976 study asked about specific courses required or recommended by states or districts. Some of these are included here, plus others. Please check as appropriate.	Long-standing (over 4-5 years) Requirement or Recommendation by State (1)	Long-standing (over 4-5 years) Requirement or Recommendation by LEAs (2)	New (last 4-5 years) Requirement or Recommendation by State (3)	New (last 4-5 years) Requirement or Recommendation by LEAs (4)	Not Required or Recommended (5)	Number of Responses
(15) Economics	12	3	6	1	5	27
(16) Economics with free-enterprise emphasis	7	0	4	3	10	24
(17) Consumer education	10	1	3	3	9	26
(18) Environmental studies	6	0	4	1	15	26
(19) Career education	10	0	4	0	11	25
(20) Law-related education	9	3	8	2	4	26
(21) Citizenship	13	3	7	0	3	26
(22) World or global studies (a broad view of world)	13	0	10	0	3	26
(23) Geography	9	1	10	0	3	23

3. In your state, in the last 4-5 years, have requirements or recommendations with respect to various parts of the educational milieu been made more or less prescriptive?

	Much less (1)	Somewhat less (2)	About the same (3)	Somewhat more (4)	Much more (5)	Number of Responses
(24) Teachers in training?	-	-	8	13	5	26
(25) Teacher certification?	-	-	7	9	9	25
(26) Inservice assessment or requirements?	-	-	7	8	9	24
(27) Graduation requirements?	-	-	4	13	9	26
(28) Specified competencies in courses?	-	-	8	5	13	26
(29) Courses required or recommended by your state?	-	1	9	11	5	26
(30) Courses required or recommended by LEAs?	1	-	9	11	2	23

4. Whatever trends (if any) you have indicated in the preceding question, do you consider the present direction of education to be:

	Very Poor (1)	Poor (2)	So-so (3)	Good (4)	Very Good (5)	Number of Responses
(31) For social studies in your state?	-	1	3	21	1	26
(32) For social studies in the nation?	-	1	13	13	-	26

The second question deals with changes in requirements or recommendations for specific courses. States were asked to distinguish between prescripts of long standing--over four or five years--and those imposed in more recent years. In some cases, respondents indicated that a course requirement was both long-standing and new, presumably indicating that a long-standing requirement had been strengthened. In such cases, the response was tabulated only as long-standing, so that the total number of responses for the question adds to the total number of states responding. (As a result, the recency of requirements is somewhat understated.) Similarly, if a state indicated that a requirement or recommendation was made by both a state agency and a local agency, the response was tabulated only as a state requirement.

Nineteen of the 27 reporting states indicated an increase in requirements or recommendations for one or more of the nine subjects. Sixteen of the states formerly had requirements or recommendations for fewer than half of the nine subjects; now only six have requirements of less than half. Nine of the states formerly had requirements or recommendations of more than half of these subjects; now 18 of the 27 have more than half.

As the tabulation shows, citizenship, world studies, and geography are the courses most frequently prescribed among the nine subjects listed, with world studies and geography having moved into this category most prominently in recent years. Close behind these three in extent of requirements or recommendations are law-related education and economics, with law-related education receiving much of its emphasis only in recent years. Well behind the five listed subjects are the other four--economics with free-enterprise emphasis, consumer education, environmental studies, and career education--although these have also been prescribed more frequently in recent years than in the past.

As with other items in this report, details of state responses are shown in Table 2. In the case of item 15 (requirement of economics), for example, a "1" in column 13 opposite a state's name means that this subject has been required or recommended for more than four or five years at the state level; a "4" means that it is a new requirement, at the local level.

The responses to question 3, about training and course requirements, reinforced the responses to the first questionnaire, indicating a strong movement toward more requirements or recommendations. All reporting states said that two or more of the seven items had become more prescriptive; 18 out of 27 states have become more prescriptive in recent years for more than half of the seven listed subjects.

Tightening of graduation requirements led the list, with 22 of 26 states responding that requirements or recommendations are stricter than in the past. Close behind graduation requirements in the movement toward more prescripts was teacher certification (19 of 26), teacher training (18 of 26), and specification of course competencies (18 of 26). Not far behind were state course requirements (16 of 26), inservice assessment (15 of 20), and local course requirements (13 of 23).

Among the most significant results of both questionnaires is the attitude of state specialists toward the recent, mostly prescriptive, trends. They overwhelmingly (22 of 26) view the recent trends as "good" or "very good" for social studies in their own states. It is rather puzzling, however, that fewer specialists (13 of 26) see the recent trends as good for the social studies in the nation as a whole.

Table 2

	1	2	3	4	5	6	7	8	9	10	11	12
Alabama	X	X	X	X			X				X	
Alaska												
Arizona	X	X	X		X	X	X				X	
Arkansas	X	X	X	X		X	X	X	X	X	X	
California		X	X		X	X	X	X				
Colorado	X					X						
Connecticut					X	X	X		X			X
Delaware	X	X				X						
Florida	X	X	X	X	X	X	X					X
Georgia				X	X	X	X	X	X	X		X
Hawaii					X		X				X	
Idaho	X						X				X	X
Illinois	X			X		X						
Indiana	X	X	X	X			X			X	X	
Iowa			X								X	
Kansas	X	X	X		X		X					X
Kentucky	X		X				X				X	
Louisiana	X	X	X		X	X	X	X			X	
Maine	X	X	X				X	X				
Maryland	X			X	X		X				X	
Massachusetts	X	X	X								X	
Michigan	X					X						
Minnesota						X	X			X		
Mississippi							X	X		X	X	
Missouri			X	X	X		X					
Montana	X		X			X						
Nebraska							X		X	X		
Nevada												
New Hampshire	X	X	X		X	X	X		X			
New Jersey	X											X
New Mexico	X	X			X		X				X	X
New York			X		X	X	X	K-6				X
North Carolina	X	X	X	X	X	X	X		X		X	
North Dakota												
Ohio			X		X		X		X			
Oklahoma	X	X	X		X	X	X				X	
Oregon	X		X		X	X	X		X	X		
Pennsylvania	X		X		X		X					
Rhode Island												
South Carolina		X	X		X		X		X		X	
South Dakota	X				X		X					X
Tennessee		X			X							
Texas	X	X	X	X	X	X	X	X	X	X		X
Utah								X		X		
Vermont	X		X				X			X		
Virginia	X	X	X			X	X		X			X
Washington												X
West Virginia												
Wisconsin							X					
Wyoming	X			X	X		X					X
District of Columbia			X		X		X					
Number of Responses	**29**	**19**	**26**	**12**	**24**	**19**	**36**	**9**	**11**	**10**	**16**	**13**

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Table 2 - cont.

	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	2
Alabama																
Alaska																
Arizona																
Arkansas	1	1	3	5	4	5	5	4	1	3	3	4	5	5	5	
California	2	4	3	3	5	5	5	5	3	1	3	3	3	3	5	
Colorado																
Connecticut																
Delaware	1	2	4	4	3	3	3	3		3		4	3	5	3	
Florida	3	2	3	1	1	1	1	1	1	1	3	4		4	5	
Georgia	3	3	1	1	1	1	1	1	1	1	1	3	3	4	5	4
Hawaii	3	4	1		1	1	1	3	1	1	5	4	4	3	4	
Idaho																
Illinois																
Indiana	1	2	1	4	4	1		1	1	1	1	4	4		4	4
Iowa	1	1	1	5	1	5	1		1	1	1	4	4	3	3	
Kansas																
Kentucky	2	3	1	4	5	5	5	3	3	3	3	4	5	3		
Louisiana	2	1	5	1	3	3	5	3	1	3	3	5	5	5	5	
Maine																
Maryland	1		2	3	3	3	3	3	2	3	3				5	
Massachusetts																
Michigan		2	5	5	1	5	5	1	5	1		3	4	3	4	
Minnesota	3	2	3	5	5	1	3	3	3	3	3	3	4	5	3	
Mississippi	2	3	5	5	5	5	5	5		5	5	5	5	5	4	
Missouri			1				3	1	1			3	3		4	
Montana	2	3	3	3	4	1	1	1	2	3	3	4	5	5	4	4
Nebraska																
Nevada																
New Hampshire	4	4	3	3	5	3	5	3	3	3	3	4	5	5	5	
New Jersey																
New Mexico	2	1	5		1	5	1	4	3	5	5	5	5	3	3	
New York																
North Carolina	2	2	1	1	5	5	5	1	1	1	1	4	4	4	4	4
North Dakota																
Ohio																
Oklahoma	3	3	2	5	5	5	5	2	1	3	5	5	5	5	4	
Oregon	2	2	1	5	1	4	1	3	3	1	1	3	3	4	4	
Pennsylvania	2	3	2	5	2	5		2	3	1	2	5	5	5	4	4
Rhode Island																
South Carolina																
South Dakota	2	2	5	5	5	5	5	5	5	5	3	4	4	4	4	
Tennessee	2	1	1	1	5	5	1	2	2	1	1	3	3	4	4	
Texas																
Utah	3	2	1	1	1	5	1	1	1	1	1	3	4	3	5	
Vermont																
Virginia	2	3	1	1	1	5	1	1	1	1	1	4	3	4	5	
Washington																
West Virginia																
Wisconsin	2	3	1	5	1	5	5	5	1	3	1	4	4	4	4	
Wyoming																
Dist. of Columbia																
Number of Responses	**25**	**25**	**27**	**24**	**26**	**26**	**25**	**26**	**26**	**23**	**26**	**26**	**25**	**24**	**26**	**2**

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Table 2 - cont.

	29	30	31	32
Alabama				
Alaska				
Arizona				
Arkansas	5		4	3
California	4	1	5	4
Colorado				
Connecticut				
Delaware	3	3	4	4
Florida	4	3	4	3
Georgia	4	3	4	3
Hawaii	4		4	3
Idaho				
Illinois				
Indiana	3	4	4	3
Iowa	3	3		4
Kansas				
Kentucky			4	
Louisiana	5	5	2	3
Maine				
Maryland	3	3	4	4
Massachusetts				
Michigan	5	4	4	3
Minnesota	3	3	4	4
Mississippi	2		1	4
Missouri	3	4	2	3
Montana	4	3	4	3
Nebraska				
Nevada				
New Hampshire	5	4	4	4
New Jersey				
New Mexico	3	5	4	4
New York				
North Carolina	4	3	4	3
North Dakota				
Ohio				
Oklahoma	4	4	4	3
Oregon	4	4	4	3
Pennsylvania	4	4	2	4
Rhode Island				
South Carolina				
South Dakota	4	3	4	3
Tennessee	3	4	4	4
Texas				
Utah	5	4	4	4
Vermont				
Virginia	3	4	4	4
Washington				
West Virginia				
Wisconsin	4	4	4	4
Wyoming				
Dist. of Columbia				
Number of Responses	**26**	**23**	**26**	**26**

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APPENDIX

Abbreviated Copy of Survey Instrument

1. Have curriculum or course changes occurred in your state requirements since 1976?

_____ No major changes since 1976.

_____ Yes, major changes include: _____

2. Have major changes occurred in your state since 1976 in the area of teacher certification regulations? Please check one:

_____ No major changes since 1976.

_____ Yes, major changes include: _____

3. Are teachers required to take the National Teacher's Examination or other such instruments prior to entering the teaching profession?

_____ Yes _____ No Comments: _____

4. To what degree have the eight fundamental statements pertaining to the future of the social studies curriculum posed in 1979 by Gross and Dynneson been addressed by your Department of Education? (Fully, strongly, average, weakly, not at all?)

a. Determination of criteria for the selection of content in the social studies.

b. Identification of a scope and sequence for the social studies curriculum.

c. Identification of a "common core" of student outcomes/expectations in social studies from kindergarten to grade twelve.

d. The position to be taken in social studies relative to achievement tests.

e. Teacher change and how improvements can be achieved in social studies.

f. Determination of means to insure improved implementation of

new courses, appproaches, and materials in social studies.

g. Extending the teaching of social studies.

h. Identification of strategies to improve the status of social studies as a curriculum offering.

5. Which of the following function(s) best describe your primary responsibility(s) as a state social studies specialist? (Curriculum development functions, administrative functions, regulatory functions, leadership functions, assistance, others?)

6. What issues or "hot topics" are currently being addressed in your state by teachers, administrators, legislators, and the public that would have significant implications for social studies education?

7. What impressions do you have about the status and direction of social studies in the local districts in your state?

8. Please add additional comments.

NOTES ABOUT THIS PUBLICATION

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